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ABSTRACT

The fourth edition of this curriculum planning resource takes users through the entire process of planning a social studies program, from deciding on a rationale to selecting curriculum materials to installing and maintaining the program. The guide incorporates current concerns such as standards-based curriculum, authentic assessment, and school-based staff development. The guide addresses each of the planning steps, including chapters on: (1) "Planning to Plan"; (2) "Addressing Issues that Affect Social Studies"; (3) "Deciding on a Rationale"; (4) "Assessing the Current Program"; (5) "Developing Broad Program Goals"; (6) "Identifying Student Outcomes"; (7) "Linking Outcomes and Content"; (8) "Selecting Curriculum Materials"; (9) "Planning Evaluation"; (10) "Installing and Maintaining the Program"; and (11) "Modifying the Program." The guide includes planning tools and curriculum materials analysis instruments, sample formats for curriculum documents, a list of publishers of social studies materials, and a reading on evaluation as an instructional tool. (EH)

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PLANNING A SOCIAL STUDIES PROGRAM

(Fourth Edition)

- Activities
- Guidelines
- Resources

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PLANNING A SOCIAL STUDIES PROGRAM:

ACTIVITIES, GUIDELINES, AND RESOURCES

(Fourth Edition)

Revised and Edited by
James E. Davis

Social Science Education Consortium, Inc.
Boulder, Colorado
1998

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ACKNOWLEDGMENTS

Planning a Social Studies Program has been a long-term collaborative effort of many social studies professionals. In 1976, Roger Wangen, social studies consultant for the state of Minnesota, presented the need for a social studies program planning model to include a series of meaningful activities that curriculum committees could use to develop a social studies program. Wangen's idea was more fully developed by Craig Kissock of the University of Minnesota-Morris, Gerald Marker of the Social Studies Development Center at Indiana University, and staff of the SSEC, including Frances Haley, Sharryl Davis, and James E. Davis.

The result was the first edition of *Planning a Social Studies Program*, published in 1977. Wangen, Haley, Marker, Sharryl Davis, and James Davis wrote and contributed to a number of activities in that edition, which was edited by Haley and James Davis. Eileen Peters and Michael Zieky of the Educational Testing Service and Elvin Tyrone of the Texas Education Agency made useful contributions to the evaluation section of the first edition. Don Boeckman, social studies teacher in Adams County (Colorado) district 50, Francis McKibben, social studies teacher in Atlanta, Georgia, and Alan Tom of Washington University in St. Louis all made useful comments on the volume as a whole.

The second edition, edited by James E. Davis, was published in 1983, shortly after the completion of Project SPAN (Social Studies/Social Science Education: Priorities, Practices, and Needs), an SSEC project, funded by the National Science Foundation, that examined the status of the field. The second edition was therefore influenced by the findings of that project and its staff, which consisted of Irving Morrissett, Douglas Superka, and Sharryl Davis. The SPAN project also worked closely with more than a dozen social scientists and social studies practitioners from around the nation.

The 1991 edition was shaped by events between 1983 and 1991—the many studies on education, the numerous called-for reform efforts, the ongoing discussions of scope and sequence. It was also informed by a survey of the Council of States Social Studies Supervisors, the SSEC's research on institutionalization, and program planning work done with numerous school districts by Barbara Miller, SSEC senior staff associate; John Zola, Boulder Valley Public Schools; and Virginia Jones, Colorado Department of Education. Laurel Singleton and Cindy Cook were responsible for pulling together the final material in the third edition.

Since the 1991 edition was published, the National Council for the Social Studies sponsored two weeklong institutes using *Planning a Social Studies Program*. Participants in those institutes have been thoughtful in recommending improvements in the volume, as have the countless school district users who have used all or parts of the volume. This revision has also been influenced by curriculum theorists who critiqued the planning model, the national social studies standards movement, research and new ideas on student assessment, and research on educational change. James E. Davis revised and edited the 1998 edition. Laurel Singleton coordinated its publication. Cindy Cook was responsible for design and production.

Planning a Social Studies Program is thus a collaborative and ongoing effort, modeling what the process it describes should also be.

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INTRODUCTION

This planning volume has been designed primarily for use with a school district committee working on social studies curriculum change. Planning a social studies program and implementing the changes a new program demands is a major undertaking. As a leadership person, you are encouraged to read carefully the activities in the volume and to plan ahead thoughtfully for their use. It is recommended that a representative committee made up of teachers, parents, administrators, and possibly students become engaged in the complex and difficult process of social studies curriculum planning.

If you have used previous editions of this volume, you will note several major changes in this edition:

- The planning model has been modified to reflect the interactive nature of core curriculum planning activities.
- The activity, "Deciding on a Rationale," has been changed to more closely reflect current thinking.
- The volume acknowledges and encourages the use of national standards in the field of social studies and/or state education agency standards that have been based on the national standards.
- The section on planning evaluation includes substantial information on new approaches to student assessment.
- The section on installing and maintaining the program incorporates recent research information on educational change.

A word of caution is in order: If your district's curriculum is constrained by state or local mandates, select only those activities in this volume that may be helpful for your district. Similarly, if curriculum decisions in your district are actually made in a top-down fashion, taking a planning committee through the steps offered in this volume is a poor use of time and can be defeating to a committee. In other words, before undertaking an extensive planning effort, be sure the work you and a committee will do will be used. Plan carefully for change; this is what curriculum work is all about.

Planning for Change

Research in the past decade indicates that a number of factors influence the prospects that a change will be successfully implemented and institutionalized within a school or district. Keeping these factors in mind as you put together your committee and initiate the planning process can help insure the ultimate success of the curriculum change process. These factors will be specifically considered in the "Installing and Maintaining the Program" activity later in the book.

Among the factors to be considered are the following:

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School District Characteristics

- Are appropriate people within the district power structure involved in the process?
- Do the people involved in the process have the power to bring about the desired results?
- Does the district have a guiding philosophy that should be considered by the committee?
- Do the people involved on the committee have the respect of others within the district?
- Are there any "turf" issues that should be considered?
- Are any aspects of the district's teacher contract relevant to the process?
- Is social studies a clear priority in the district? If not, why not?
- What kinds of support are available (financial resources, training, etc.)?

Individual Characteristics

- Are steps being taken to build receptivity among teachers?
- What factors (teaching loads, teacher contract disputes, etc.) might reduce receptivity?
- Are teachers and others involved in the planning process—either directly or indirectly?
- How can opportunities for continued involvement be provided?
- What provisions can be made for responding to changing needs as teachers move from novices with the new program to experts? Will resources be available on an ongoing basis?

Manner of Implementation

- Are individuals who will be involved in the implementation knowledgeable about the change process?
- What resources will be available to provide training?
- What kinds of training will be provided?
- Will mentoring or coaching opportunities be available?

Social Climate

- What is the community's attitude toward social studies? What accounts for this attitude?
- What perceived needs in the community can social studies appeal to—promoting critical thinking, developing multicultural understanding, overcoming apathy, etc.?
- How can community members be involved in the planning process?
- How can information about the new program be shared with community members?

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Program Characteristics

- How big a change does the new curriculum represent?
- Is the change consistent with the philosophies of teachers? If not, what can be done about this?
- Will instructional materials be readily available?
- Are the materials complete, flexible, and easy to use?
- Are the materials durable?

Perhaps the key considerations at the beginning of the planning process are putting together a truly representative committee and planning for ongoing communication with others. If the new curriculum is perceived as the product of a small elite group, it will find many barriers to its acceptance.

The Foundation

When this volume was first published in 1977, we took a number of strong positions concerning the curriculum planning process for social studies. We believe it is important to reaffirm these positions here:

1. As social studies professionals, we are accountable for what we do. We must assume leadership in planning a viable program for social studies students and teachers. If we do not, less-qualified people will.

2. Using existing resources in the field (e.g., standards, statements of objectives) will enhance and legitimize the curriculum planning process. Creating new resources is not a good use of time. Developers of curriculum-related resources welcome their use and modification.

3. Social studies curriculum planning should take place in a climate of support from school administrators, state education agency personnel, and the community at large.

4. Social studies professionals should be primarily responsible for social studies program planning.

5. Pressure from community groups, accountability mandates, and our own professional commitment should provide the opportunity to consider what our social studies programs are all about—a task we sometimes put off because of other demands on our time and energy.

In short, social studies professionals must take the leadership in planning and implementing the social studies program. A truly sound social studies program (1) is planned with the participation of all interested parties, (2) clearly explains anticipated outcomes to the public, and (3) is subject to evaluation and continuing revision.

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A Model for Curriculum Planning

The curriculum planning model employed in this volume (see flow chart on page 5) is the result of thoughtful feedback provided by social studies curriculum committees nationwide and expert critique from curriculum theorists. As presented, the model includes three major categories of activities: (1) Preparation for curriculum planning, (2) Core curriculum planning activities, and (3) Action taking.

Preparation for Curriculum Planning. Four steps (numbered sections in this volume) are included in this category. The ***first step***, "Planning to Plan," involves the committee in making some preliminary decisions about its task and the nature of the product to be developed. Also, this step provides an opportunity for the planning group to make an early, general assessment of the present program. In effect, the planning to plan step establishes the parameters of the curriculum planning task. The ***second step***, "Addressing Issues that Affect Social Studies," is an inservice for committee members to build a common awareness of controversies and developments in the social studies field. This step, in effect, gets committee members onto the same page in the planning process.

Step three, "Deciding on a Rationale," helps planners establish a philosophical position on why they are doing what they are doing. The committee considers the place of social studies in general education and reaches a decision about the overall focus of the social studies program. ***Step four***, "Assessing the Current Program," enables the committee to discover what is already being taught in social studies. This step can be very revealing, as no one committee member is likely to know what is being done at all grade levels. Once the curriculum is mapped, the committee can think about all the alternative content possibilities.

Core Curriculum Planning Activities. There are five steps in this category of activities. Note on the model that there are double arrows between the five boxes. This means that the planning tasks in this category are interactive. For example, if you have developed a tentative program goal, you may wish to reconsider that goal in light of a national standard you wish to include. ***Step five***, "Developing Broad Program Goals," engages the committee in a wide ranging task to generate all the possibilities for a social studies program. An outcome of this step is to recognize that difficult content decisions must be made in the planning process. Another outcome of step five is a preliminary subject sequence. ***Step six***, "Identifying Student Outcomes," allows the committee to examine a wide range of resources and to select (not write from scratch) statements of objectives for students.

Step seven, "Linking Outcomes and Content," demands that step five be revisited. It also offers alternative activities depending on the nature of mandates that influence your school district, such as adopting a mandated course sequence, revising the preliminary course sequence, or actually developing grade level course outlines and plans. Once a social studies rationale, objectives, and scope and sequence are determined, ***Step eight***, "Selecting Curriculum Materials," can be accomplished. Curriculum materials analysis is a demanding task. Its importance is underscored by the fact that materials selected may be used for up to seven years. It is recommended that multiple analyses of any set of materials be done. It is also important to recognize that local special-interest groups may have concerns about the content

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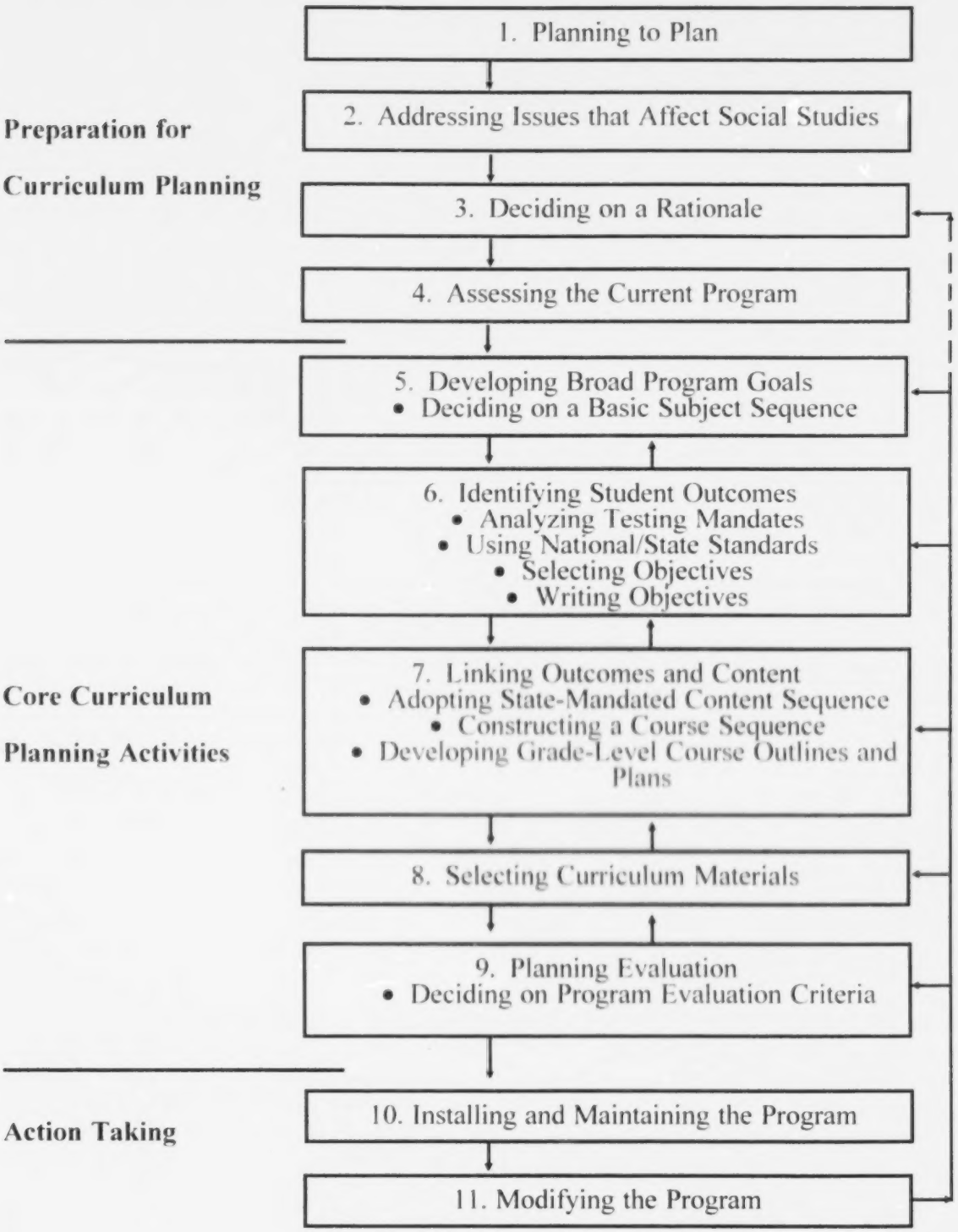
A MODEL FOR SOCIAL STUDIES CURRICULUM PLANNING


1. Planning to Plan
2. Addressing Issues that Affect Social Studies
3. Deciding on a Rationale
4. Assessing the Current Program
5. Developing Broad Program Goals
• Deciding on a Basic Subject Sequence
6. Identifying Student Outcomes
• Analyzing Testing Mandates
• Using National/State Standards
• Selecting Objectives
• Writing Objectives
7. Linking Outcomes and Content
• Adopting State-Mandated Content Sequence
• Constructing a Course Sequence
• Developing Grade-Level Course Outlines and Plans
8. Selecting Curriculum Materials
9. Planning Evaluation
• Deciding on Program Evaluation Criteria
10. Installing and Maintaining the Program
11. Modifying the Program
Preparation for
Curriculum Planning
Core Curriculum
Planning Activities
Action Taking

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of social studies materials. If thoughtful, written analysis and selection procedures are not employed, these interest groups may have undue influence on materials selection.

"Planning Evaluation," ***step nine***, must be an integral part of the curriculum planning process. Evaluation planning necessarily demands that previous core planning decisions be revisited. Two aspects of evaluation are treated in this section—planning to evaluate the entire program and planning student assessment. It should be kept in mind that any new program should be evaluated as a whole. In this section, concrete and very useful help is offered for planning student (performance, authentic, alternative, holistic) assessment.

Action Taking. Once a curriculum plan has been developed, the real hard work begins. This is the work of educational change and it needs careful orchestration. ***Step ten***, "Installing and Maintaining the Program," includes a series of activities designed to help the committee anticipate problems and plan to take action to put the program in place in the district. The final step in the planning model (***step eleven***), "Modifying the Program," offers suggestions for using evaluative feedback and existing structures in the school district for making program changes. It is strongly recommended that the planning committee be kept intact, thus permitting the school district to obtain and use feedback on the new program plan.

Doing the Activities

While some sections can be used independently (e.g., those on determining a program scope and selecting materials), it is recommended that the activities be conducted pretty much in the order presented. The activities (or series of tasks within the sections) are designed and sequenced to enable a committee to work on all necessary aspects of the planning process, finishing their work with a useful and well-thought-out product.

All the activities are presented similarly, although there may be several tasks within each section. A brief introduction, called Background Notes, explains the reasons for doing the activity and provides some information on its content. A statement of objectives informs you what the participants should know and be able to do after each activity is completed. Procedures for conducting each activity are presented step-by-step, although you should read the procedures carefully and adapt them to your planning group. Handouts (sometimes more alternatives than you will use) for each activity are printed separately so they can be easily removed and copied.

A word about the planning process is in order here. The focus throughout this volume is on decision making. There is an implied hope for consensus, but this is not always going to be the case. Throughout the use of the planning book, you should plan for checkpoints to see the degree to which the planning group is in agreement. You can use yes/no questions or agree/disagree (Likert) statements to determine where planning group members stand on a particular planning task. Do not hesitate to tease out, discuss, and resolve issues of disagreement. When the plan is completed, you will want to present it with a united front.

The matrix below shows the approximate amount of time required to complete each section of the book. Several activities will require subcommittee work outside the large group

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setting. These time requirements should give you an idea of needed release time and associated budget.

Time Requirements for Planning Activities

Section	TIME In Work Group	Outside Work Group
1. Planning to Plan	2-4 hours	
2. Addressing Issues that Affect Social Studies	1-2 hours	
3. Deciding on a Rationale	1-2 hours	2-4 hours
4. Assessing the Current Program	3-4 hours	Can involve further investigation
5. Developing Broad Program Goals	2-3 hours	3-5 hours
6. Identifying Student Outcomes	3-4 hours	Varies with task chosen
7. Linking Outcomes and Content	3-4 hours	Depends on level of detail of presentation
8. Selecting Curriculum Materials	Varies with scope of analysis; allow ample time for multiple analyses	
9. Evaluation Planning	6-8 hours	Several work days depending on extent of evaluation plan
10. Installing and Maintaining the Program	3-4 hours	Varies with extent of action plan
11. Modifying the Program	Depends on plans	

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1. PLANNING TO PLAN

By James E. Davis and Frances Haley

Background Notes

Two activities are included here to help start the planning process. The first, "Memo from the Superintendent," is designed to encourage curriculum planners to look hard at the social studies program now in place and assess its strengths and weaknesses. Making such an assessment is helpful both in explaining a program to others and in providing planners with a valid basis for changing or modifying the program. This activity is particularly useful as a discussion device in order to focus on social studies curriculum planning.

The second activity, "Clarifying the Planning Task," is vital in getting the planning process off to a good start. Individuals come to curriculum planning meetings with differing agendas. The purpose of the work, the audience, and the intended product may be unclear. Unless individuals know why they are on the planning group and until they know what kind of product they will be producing, there is little reason to proceed. Thus, "Clarifying the Planning Task" is critical to the planning group's future progress and productivity.

Conducting the Activity: Memo from the Superintendent

Materials Needed: Sufficient copies of Handout 1; newsprint, marking pens, and masking tape.

Activity Objectives: Participants should be able to (1) identify divergent opinions about the social studies by citing similarities and differences in viewpoints expressed, (2) state the need for some kind of logically developed social studies program, (3) list ways of demonstrating the value of a program in terms understandable to the public, and (4) explain the strengths and weaknesses of the current program and the available information about outcomes.

Suggested Steps:

1. Introduce the activity by explaining that it was designed to help participants think about assessing the school district's current social studies program.

2. Divide participants into groups of four to six. If possible, structure the groups so that each includes a participant from every level (primary, intermediate, middle/junior high, senior high).

3. Distribute Handout 1 and allow time for reading. Ask each group to work through the questions in the superintendent's memo in order. One member of each group should record

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the responses of group members on newsprint. When each group has finished answering the questions, its members should look over their responses and put asterisks beside the ones they think are best. When all groups have finished, ask the participants to study all the groups' lists, noting similarities and differences.

4. Debrief the activity by asking the questions that follow. Don't attempt to reject or evaluate answers, just accept and record them.

- What similarities and differences did you note as you read the groups' responses?
- What evidence of the success or failure of a program can we demonstrate to the school board or the community?
- What are some strengths and weaknesses of our current program?
- How might our current program be improved?

5. Ask group members to think more carefully about the perceived strengths and weaknesses of the current program. What weaknesses should we be sure to focus on in the planning process?

6. Save the results of the debriefing for future reference. Many of the ideas should be useful for future curriculum planning work.

Conducting the Activity: Clarifying the Planning Task

Materials Needed: Sufficient copies of Handout 2; examples of various formats for curriculum documents, if possible; if such examples are not available, Handout 3 can be used instead.

Activity Objectives: Participants should be able to (1) describe their own view of the planning task and (2) agree on the purpose of the committee's work and the nature of the product that will result.

Suggested Steps:

1. Tell participants to complete Handout 2 individually and as thoroughly as possible. They should not put their names on the handout.

2. Collect and randomly redistribute the handouts so each person has another person's handout.

3. Ask individuals to read the responses aloud on a question-by-question basis; that is, read all the responses to question 1, then 2, etc. Take notes, especially on areas of disagreement.

4. Be sure to take sufficient time to get agreement on who the audience(s) will be for the committee's product. Deciding on the audience(s) will have significant influence on the nature of the product. For example, if the audience is parents, the product will likely be shorter and

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succinctly descriptive. If the audience is teachers in the district, the product will probably need to be more detailed.

5. Once the primary audience is agreed upon, clarify what the product will be. Samples of curriculum documents with varying formats may be helpful here. Your state's social studies coordinator may be able to suggest other districts whose guides could serve as models. Handout 3 provides a few examples you may wish to use.

The following questions are useful in determining the nature of the social studies curriculum document:

- What kind of document will be most useful to our agreed-upon audience?
- What resources do we have to develop the kind of document we want?
- Do we have the resources needed to produce the document?
- What is our timeline for producing the curriculum document?

6. During or after the session, you should review answers to question 4 on Handout 2 to determine whether any answers suggest ways in which the planning process should be revised. Be sure to save the responses for use in planning for implementation.

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MEMO FROM THE SUPERINTENDENT

TO: Social Studies Curriculum Committee

FROM: Superintendent of Schools

DATE: (Insert Current Date)

SUBJECT: Social Studies Program Revision

As you know, we have had an outside curriculum consultant team conducting an audit of all our district's curriculum programs during the past six months. The consultant team has recommended that we form a social studies curriculum committee that will ultimately develop a new (or revised) district social studies program.

To begin, the consultant team has asked that the social studies curriculum committee address the following questions:

1. What justification can you present for the inclusion of social studies in the curriculum?
2. What evidence do you presently have that indicates what students are learning as a result of social studies instruction?
3. In your view, what are both the strengths and weaknesses of our current social studies program?
4. What information can you make available to the school board and the administration to support continuing and/or expanding the social studies program?

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CLARIFYING THE PLANNING TASK

1. What is your committee's task?

2. Who is the primary audience for the committee's work? Who are the other (secondary) audiences?

3. Given your audiences, what do you expect the final product of the committee's work to look like?

4. What do you think is the most important thing the committee can do to ensure that its work is used effectively?

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SAMPLE FORMATS FOR CURRICULUM DOCUMENTS

The document your committee creates can take many forms. You will find it helpful to decide fairly early on what sections the document will contain. Before beginning work on any section, the group should try to reach some agreement on how much detail that section will contain and the format in which it will be presented.

This handout provides a brief overview of the sections that many such documents contain, along with sample formats for presenting the substance of the social studies curriculum—the scope and sequence or course of study.

Rationale

Virtually all curriculum guides contain a rationale statement, an explanation of the "why" of the program. The rationale statement provides the philosophical underpinnings of the program, presented so that all readers understand the importance of social studies as an essential element of the curriculum at all grade levels. The most persuasive statements are brief—no more than two pages.

Statements of Program Goals and Student Outcomes

While different terms may be used, program goals and student outcomes are essential elements of a curriculum document. They may be presented in tandem or separately. Program goals are statements of the fundamental concepts, ideas, themes, questions, etc. on which the curriculum will focus. Student outcomes or objectives are the more detailed statements of knowledge, skills, and attitudes to be developed through the curriculum.

As an example, a school district chooses to model its social studies curriculum on the National Council for the Social Studies standards, adopting as its broad program goals development of student understanding of the ten themes set forth in those standards. For each theme, the district provides a narrative description, adapted from the description provided in the NCSS document, *Expectations of Excellence*. To achieve these program goals, the district's teachers must develop and address a range of more specific objectives or outcomes. The curriculum committee develops a list of such outcomes (using the performance expectations provided in the NCSS document as a starting place) for grades K-3, 4-6, 7-9, and 10-12. It presents these outcomes in a table format. Thus, the district's program goals and student outcomes are presented in a set of ten tables like the one shown on page 16.

Handout 20 in Section 6 presents a number of sample formats for student outcomes.

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Production, Distribution, and Consumption

Description of Theme: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production.....

Student Outcomes

Grades K-3	Grades 4-6	Grades 7-9	Grades 10-12
1. Students will give examples that illustrate needs and wants.	Students will describe how price is related to supply and demand.	Students will describe how values influence economic decisions.	Students will analyze costs and benefits of allocating services throughout the private and public sectors.
2. . . .			

Scope and Sequence

The greatest variance in curriculum documents occurs in describing the actual course of study that will comprise the social studies curriculum. Descriptions range from brief narrative descriptions to full course syllabi. The decision about how detailed these descriptions should be rests with the committee and depends on a number of factors, especially the resources available to the committee (in particular, time) and the degree of uniformity the district wants to see from classroom to classroom and school to school.

Below we provide a brief look at a few of the options for presenting your scope and sequence.

Narrative Descriptions

Some curriculum committees simply write narrative descriptions of the course to be taught at each grade level. This description may include an overview of the content, as well as some discussion of teaching approaches and materials to be used; the description may vary in length from a paragraph or two to several pages. Another similar approach is to provide a brief narrative description of the focus of a course, followed by a list of topics or units to be studied. Examples for a ninth-grade civics course and a third-grade class in a traditional expanding environments curriculum are given on page 17.

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Grade 9: Civics. One semester of this yearlong course is devoted to the national government, the other to state and local government. The focus of the semester devoted to the national government will be the Constitution as the foundation for the U.S. government, with such other topics as the structure of the federal government, international affairs, and the role of the citizen in a democracy examined through that prism. All students will take part in a noncompetitive simulated legislative hearing using the We the People format as part of this semester of study. In the semester focusing on state and local government, particular attention will be given to how citizens can become engaged in influencing public policy. During that semester, all students will be involved in an in-depth study of a local community issue, as well as a service learning project related to that issue.

Grade 3: Our Community: Oakville and Its Environment. The grade 3 curriculum focuses on study of the community, moving students beyond the home and neighborhood. Students learn about the characteristics of a community, the economic and political institutions of the community, and services available in a community. They engage in a study of their own community's past and present and make comparisons with other cities across the nation and around the world. Five skill areas are stressed: map and globe, social studies reading, thinking and problem solving, personal management, and citizenship.

Topics to be covered include:

- Tools for studying a community
- Land use
- Business
- Community services
- City government
- Transportation
- Community history
- Elections
- Community pride
- Special communities (e.g., capital cities)

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Charts

Some districts find that charts communicate more clearly and succinctly than narrative. Charts are a technique that publishers have often used to communicate the scope and sequence embodied in their materials, and looking at publishers' materials can provide some useful format ideas. For example, in a 25-page document representing the scope and sequence of a K-8 social studies series, the Houghton Mifflin company presents first a chart showing goals related to knowledge (broken into goals related to history, geography, economics, culture, ethics and belief systems, social and political systems); goals related to civic understanding and values (broken into goals related to national identity, constitutional heritage, and citizenship); and goals related to skills in the following categories—study skills, visual learning, map and globe skills, critical thinking, and social participation.

Detailed charts (excerpts from one page are shown below) then indicate the specific topics or skills used to develop each goal at every grade level.

History	**K**	**2**	**4**
Links to the past	Compare travel now and long ago	Discuss traditions and their origins	State, region, place names; family histories
How we know	Family histories	Family histories	Archaeological evidence; primary sources, artifacts
Empathy	Identification through literature	Biographies	Past settlers of the state, region
Time and chronology	Understand and use time sequence terms; identify seasons of the year	Understand and use time sequence terms; identify seasons of the year	Read and use timelines

From *Houghton Mifflin Social Studies: Scope and Sequence K-8* (Boston, MA: Houghton Mifflin 1997).

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Detailed Course Descriptions

Some districts, especially if they wish to ensure that students at a particular grade level are exposed to the same knowledge, skills, and attitudes no matter what school they attend or what teacher they have, provide significantly more detail about what is to be taught at each grade level. This additional detail can be provided in a variety of ways.

The Cherry Creek School District in suburban Denver provides one example. The district is currently working to create a detailed description of each social studies offering at the elementary and middle school levels. The formats below show the information to be provided for each course and unit. In addition to providing this information, the district will develop a teacher resource packet for each unit, detailing related topics in other disciplines, additional resources available, and appropriate lessons that have been developed or used by district teachers.

Course Title

Brief Narrative Description

Units of Study

Suggested Major Projects (activities, assessments)

Resources Available

District Proficiencies/Standards to Be Assessed

Information Literacy Skills Addressed

Unit Title (provided for each unit listed above)

Brief Narrative Overview, Including Required Instructional Elements

Required Content (includes skills)

Extended Content (includes skills)

Standards Assessed

Standards Briefly Addressed But Not Assessed

The unit-by-unit approach provides considerable detail and structure for each social studies course. The example below illustrates another way to provide detail in describing courses but without outlining the entire structure of the course.

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Grade 11: U.S. History

Course Description: This chronological study of U.S. history from earliest times to the present emphasizes the forces and events that affected the everyday lives of ordinary people—along with presidential elections, wars, and the building of industrial empires. It presents not just one story, but a multiplicity of stories that combine to create the rich tapestry of the history of the United States. Events throughout history will be linked to eight themes that will help students understand how the details of historical narrative are parts of larger patterns; these themes are democracy and citizenship, geography and the environment, multicultural society, everyday life, arts and humanities, economics, technological developments, and global interactions. History as a way of knowing and the use of primary sources are also focuses of the course, with the intent of involving students in history, developing their ability to evaluate and interpret historical information, and providing them with a historical perspective they can apply in studing current events and issues.

Illustrative Objectives:

Students will be able to:

- Cite examples of the interactions between the American people and their environment.
- Describe the costs and benefits of diversity within a society.
- Recognize the values that provide the foundation for American constitutional democracy.
- Appreciate the contributions of many diverse groups to our cultural heritage.
- Formulate historical questions.
- Evaluate debates among historians.
- Evaluate historical sources.

Methods and Activities: Students in this course take part in historical inquiry and research. Focusing on historical questions and use of primary resources will help students learn to weigh evidence, withhold judgment, and then draw and present conclusions. The course also employs a range of group participation activities, such as simulations, mock trials, Socratic discussions, panels, oral history projects; these activities are designed to develop skills in communication and group work. Biographies, literature, and the arts are also drawn upon in instruction, providing opportunities for social studies teachers to work with language arts and art teachers on a humanities approach. Participation in National History Day is encouraged but not required.

Topics: The following tables present several important areas of inquiry for the grade 11 history course. Teachers are encouraged to develop their own set of topics using the questions and ideas presented here as examples. Topics related to the nature of historical inquiry and to each of the themes listed above should be covered in the course.

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Areas of Inquiry	Concepts/Key Ideas
Nature of history	
What do we gain by studying history?	Continuity and change
How do historians do their work?	Frame of reference
How do historians frame the questions they ask?	Chronology
	Primary/secondary sources
How is historical narrative constructed?	Inquiry
What sources are available?	Cause and effect
How can these sources be evaluated?	Historiography
What is historical imagination?	Narrative
Democracy and citizenship	
What do the founding documents tell us about our history and government?	Constitution
	Popular sovereignty
What are the organizing principles of democratic government?	Federalism
	Separation of powers
What values do these principles reflect?	Justice
How has our democratic government changed over time?	Rights
	Equality
How are these changes related to other changes in society?	Liberty
	Rule of law
What constitutes a "good citizen"?	Civic virtue
In what ways have people who meet this definition shaped our history?	Participation
	Responsibility
How have economic conditions influenced public policy at different periods in our history?	Property
What levels and branches of government have the greatest influence on the lives of everyday Americans?	

(tables on the other themes would be provided as well)

Assessment. A variety of assessment methods will be employed in this course, including exams with document-based questions, essays and other writing assignments, student research projects presented in varying formats, performances, and scored discussions/seminars.

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Instructional Approach

A section that appears in some curriculum guides describes the district's instructional approach to social studies. Such a section is usually included only if a district is committed to a particular teaching approach or wishes to emphasize the use of particular teaching tools. Among the approaches or emphases that districts have described in such sections are problem-centered learning, use of technology, a literature-based approach, interdisciplinary teaching, use of primary source documents, and active, learner-centered teaching. If different approaches are used in different courses, these approaches should be covered in the course descriptions rather than in a separate section. Also, if the teaching approach is to be left to the teacher's discretion or simply reflects the overall district instructional approach, no section on instructional approach is needed.

Resources

Many districts include lists of resources useful to teachers in their curriculum guides. Some such lists are general, while others are organized by grade level or topic. As a supplement to their guides, a few school districts with websites now provide online links. For example, the Omaha Public Schools website (http://www.esu19.k12.ne.us/social-studies) shows the district objectives for each course, with links provided for each objective.

Glossary of Curriculum Terms

You may find it useful to include a glossary of curriculum terms, which will help members of the public understand the document. While avoiding educational jargon is a good idea, the use of some curriculum terms (*standard* or *outcome*, for example) will be necessary. Defining them precisely and using the terms in accordance with the definitions provided in your glossary will ensure that the document can be understood by all.

List of Committee Members

Including a list of curriculum committee members and their affiliations not only helps validate the process by which the curriculum was developed but also provides readers of the document with contact points if they have questions.

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2. ADDRESSING ISSUES THAT AFFECT SOCIAL STUDIES

By Barbara Miller and Virginia Jones
Revised by James E. Davis

Background Notes

Before the planning committee begins its actual work, it is useful to have the members take time to think about current issues in education generally and social studies in particular to discern how the issues might affect the social studies curriculum in your district. Issues continue to demand attention in education—issues related to students, school organization and management, teaching practices, the curriculum, assessment, and public support.

Such issues as meeting the needs of an increasingly diverse student population, testing, instructional technology, the role of standards, and schools of choice are likely to endure well beyond the year 2000. Many other issues are likely to arise and have an impact on the curriculum planning process. It is important to have access to at least four educational journals that address social studies-related issues: *Social Education, The Social Studies, Educational Leadership*, and *Phi Delta Kappan*. Further, it would be useful to conduct a series of ERIC (Educational Resources Information Center) searches on issues of potential concern to your school district. Also, newsletters from your state education agency and local interest groups can alert the committee to issues that affect the local planning process.

This activity has two parts. First, the group analyzes a list of issues with potential impact on the social studies curriculum. Second, committee members engage in analyses of one or more key articles on selected issues. In a very real sense, the committee becomes "expert" on current issues in order to become aware of potential decision pitfalls in the planning process.

Conducting the Activity

Materials Needed: Copies of Handout 4 for all participants; sufficient copies of Handout 5, depending on the number of issues to be studied; posting paper and markers; copies of journals (or journal articles); and, if appropriate, copies of ERIC search(es) on issues. The bibliography at the end of this activity lists easily accessible articles and can serve as a starting place for locating relevant references.

Activity Objectives: Participants should be able to (1) describe several current issues affecting social studies education, (2) explain how recommendations related to the issues might affect the local social studies curriculum, and (3) decide how the committee should deal with the issues in its curriculum planning work.

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Suggested Steps:

1. Before beginning this activity, announce that there are likely to be educational issues raised throughout the curriculum planning process that may affect the results of the committee's planning work. Committee members should become attuned to issues raised by parents, administrators, and teachers. It might be appropriate to suggest that committee members do an informal survey of their colleagues and/or parents in order to determine which educational issues the committee should know about and be able to address in the planning process.

2. Distribute Handout 4, pointing out to participants the six categories of issues with two issues identified within each category. The initial task is for each participant to identify (individually) additional issues within each category. These issues should be written on Handout 4. Participants may also create additional cartegories if they feel other categories are needed.

3. When participants have identified their issues, they should meet in groups of three or four to compare responses. The groups should identify specific issues they agree affect social studies, listing possible implications of each issue for the committee's work. If there is disagreement, the group should identify reasons for the disagreement. Ask groups to post the results by category on posting sheets.

4. When the small group results are posted, select those issues the entire group feels deserve further study. One way to do this is to have individuals or small groups rate each issue. Then tally the ratings to determine around which there is greatest agreement. A scale such as the following could be used in the rating process: 1=critical, must be studied; 2=important enough to deserve some study; 3=important to be aware of; 4=important, but not for social studies planning; 5=not important for this committee. Be prepared to photocopy issue articles for individuals or small groups to study.

5. As you assign articles for further study, distribute sufficient copies of Handout 5—one per article to be read. This handout will enable the committee members to summarize the results of their reading in a consistent manner. (**Note:** Participants will need time to read and analyze issue-related articles and/or to talk with their colleagues. It is suggested that you schedule two sessions for this activity in order to give committee members time to reflect on issues of concern.)

6. When committee members have read and summarized their journal articles, conduct a discussion on what the committee needs to be aware of in the curriculum planning process. Determine the areas in which there is agreement on the implications of an issue as it relates to the planning process.

7. Being aware of and attuned to educational issues is a never-ending process, particularly as it relates to curriculum planning. Work to establish a climate in which all committee members keep up with journal literature. Throughout the planning process, it is suggested you take time as appropriate to discuss implications of educational issues for the committee's work. You may also want to establish an issue-related notebook to which committee members can refer from time to time in the planning process.

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Bibliography:

This listing is intended as a starting place for your group's research. Note that a number of the citations are to special sections of journals, which contain several articles on a topic. You should also be aware that articles were not necessarily selected because they present both sides of an issue. They may, in fact, be very one-sided, advocating a position. However, they do so in a way that we found thought-provoking and believed would stimulate discussion among teachers.

Issues Related to Students

"Changing Lives of Children, The," special section, *Educational Leadership* 54, no. 7 (April 1997).

Grelle, Bruce, and Devon Metzger, "Beyond Socialization and Multiculturalism: Rethinking the Task of Citizenship Education in a Pluralistic Society," *Social Education* 60, no. 3 (March 1996), pp. 147-151.

Short, Deborah J., "The Challenge of Social Studies for Limited English Proficient Students," *Social Education* 58, no. 1 (January 1994), pp. 36-38.

"Students with Special Needs," special section, *Educational Leadership* 53, no. 5 (February 1996).

Issues Related to School Organization and Management

Brett, Monroe, "Teaching Extended Class Periods," *Social Education* 60, no. 2 (February 1996), pp. 77-79.

Garmston, Robert, and Bruce Wellman, "Adaptive Schools in a Quantum Universe," *Educational Leadership* 52, no. 7 (April 1995), pp. 6-11.

Neill, Monty, "Assessment Reform at Crossroads," *Education Week* (February 21, 1996).

Wohlstetter, Priscilla, "Getting School-Based Management Right: What Works and What Doesn't," *Phi Delta Kappan* 77, no. 1 (September 1995), p. 22-26.

Issues Related to Teaching Practices

Gardner, Howard, "Reflections on Multiple Intelligences: Myths and Messages," *Phi Delta Kappan* 77, no. 3 (November 1995), pp. 200-209.

Newmann, Fred M., and Gary G. Wehlage, "Five Standards of Authentic Instruction," *Educational Leadership* 50, no. 7 (April 1993), pp. 8-12.

Perkins, David, and Tina Blythe, "Teaching for Understanding: Putting Understanding Up Front," *Educational Leadership* 51, no. 5 (February 1994), pp. 4-7.

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White, Charles S., ed., "Technology and Social Studies," special section, *Social Education* 61, no. 3 (March 1997).

Issues Related to the Curriculum

Beane, James A., "Curriculum Integration and the Disciplines of Knowledge," *Phi Delta Kappan* 76, no. 8 (April 1995), pp. 616-622.

Ravitch, Diane, "We Are One Nation, Not Fifty," *Education Week* (June 5, 1996).

Rossi, John Allen, ed., "Teaching Controversial Issues," special section, *Social Education* 60, no. 1 (January 1996).

"Standards," special section, *Phi Delta Kappan* 76, no. 10 (June 1995).

Issues Related to Assessment

McTighe, Jay, "What Happens Between Assessments?" *Educational Leadership* 54, no. 4 (December 1996), p. 6-13.

Stiggins, Richard J., "Assessment Literacy for the 21st Century," *Phi Delta Kappan* 77, no. 3 (November 1995), pp. 238-249.

Wiggins, Grant, "Practicing What We Preach in Designing Authentic Assessments," *Educational Leadership* 54, no. 14 (December 1996), pp. 18-25.

Wiggins, Grant, "Toward Better Report Cards," *Educational Leadership* 52, no. 2 (October 1994), pp. 28-37.

Issues Related to Public Support

Dansberger, Jacqueline P., Deborah Wadsworth, Lowell C. Rose, eds., "Engaging the Public with Its Schools," special section, *Phi Delta Kappan* 78, no. 10 (June 1997).

Padden, Jeffrey D., "Market-Based Education: The New Game Has Begun," *Education Week* (December 11, 1996).

"Working Constructively with Families and Communicating with Parents," special section, *Educational Leadership* 53, no. 7 (April 1995).

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CURRENT ISSUES IN EDUCATION AND SOCIAL STUDIES

Listed below are six categories of issues that concern educators today. Within each category are two specific issues that seem to endure. Study the six categories. As you do, list important additional issues you think will have a bearing on your school or district, particularly social studies issues. If a specific issue listed does not apply, cross it out. You may also add a new category of issues if you believe it is appropriate. Be prepared to discuss why you think an issue you have listed should be studied in more depth.

Issues Related to Students

- Meeting the needs of an increasingly diverse student population
- Personal problems affecting the school (drugs, child abuse, gang behavior, etc.)
-
-
-
-

Issues Related to School Organization and Management

- Site-based management
- Block Scheduling
-
-
-
-

Issues Related to Teaching Practices

- Use of instructional technology
- Teaching for understanding
-
-
-
-

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Issues Related to the Curriculum

- Role of national standards in curriculum planning
- Multicultural education
-
-
-
-

Issues Related to Assessment

- Authentic assessment
- Grading practices
-
-
-
-

Issues Related to Public Support

- Parental involvement in schools
- Schools of choice
-
-
-
-

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CURRENT ISSUES ARTICLE SUMMARY FORM

Issue Topic:_____

State the Issue:_____

_____

_____

Facts Related to the Issue	My Thoughts on the Issue

Local Implications of the Issue:_____

_____

_____

_____

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3. DECIDING ON A RATIONALE

By James E. Davis and Sharryl Davis*

Background Notes

A social studies curriculum rationale explains why we are teaching what we are teaching. A social studies rationale has at least three philosophical components: assumptions about (1) the nature of the student as a learner; (2) the nature of society, especially problems and issues that need to be confronted; and (3) the nature of social knowledge, particularly how that knowledge reflects social reality.

A social studies rationale forms the philosophical basis for the curriculum, setting a tone and direction for the curriculum. While writing a rationale statement need not become onerous, the statement should be thoughtful and clearly written. The purpose of this activity is to find the areas in which the social studies planning committee agrees and clearly state them for the benefit of all concerned—other teachers, administrators, parents and other members of the public, and policymakers. It would be useful to have copies of any statements of the district's educational philosophy and the current rationale statement available to use as springboards for developing a social studies rationale.

This activity provides two alternatives for beginning the process of rationale development. One alternative involves ranking a series of seven statements about important functions for social studies. The ranking process has the advantage of assessing how important committee members feel about rationale-related statements. The other alternative asks for Likert-type assessment of the same seven statements. This approach allows you to discern more clearly areas of agreement/disagreement. Choose the procedure you think is best for your situation.

The usefulness of this activity can be enhanced by asking other social studies teachers as well as a group of parents to do the same thing the planning group is doing. Parent involvement at this early stage of the curriculum planning process can provide useful information and set the stage for future involvement.

Conducting the Activity

Materials Needed: Sufficient copies of Handouts 6, 7 or 8, and 9.

Activity Objectives: Participants should be able to (1) articulate their individual views about the social studies, (2) identify areas of agreement and disagreement about a social studies rationale, and (3) begin developing a social studies rationale statement.

*Craig Kissock, Barbara Miller, and John Zola contributed ideas to this activity in previous editions of the book.

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Suggested Steps:

1. Begin by explaining that this activity is intended merely to *initiate* the work of rationale development. Further work on the rationale can take place as the planning process proceeds.

Here is a suggested introductory statement:

> "A social studies rationale reflects the 'why' of the social studies program. A rationale includes statements about the nature of our students, our views of society, and our views of the social studies. Our rationale forms the philosophical underpinning of our social studies program. It serves as a guide to the development of broad program goals, student learning outcomes, and content. It is also a guide to the way we work with students in the classroom. Our rationale can be used to help explain to the public the nature of our program. This activity is designed to help us sort out our individual positions; it will also help us know where we, as a group, agree and disagree. After participating in this activity, we should be able to develop a rationale statement that all of us can live with and support."

2. Distribute Handout 6. To use the ranking process, follow these steps:

Ask the participants to read the seven statements carefully. After they have read all the statements, they should rank them from 1 to 7, with 1 indicating the statement that comes closest to what they believe and 7 indicating the statement that is the farthest from their beliefs.

After all the participants have finished, small groups of not more than five people should be formed. Give each group a copy of Handout 7, and ask group members to report their individual rankings. A total score should then be determined for each statement.

After totals for all the statements have been determined, each small group can begin to see where its members agree and disagree. The example in Figure 1 may be helpful. In this summary, Statements B and A, the "citizenship" and "public issues" statements, respectively, appear to have the lowest totals. Statement A has little disagreement; all group members ranked it in their top three statements. There is somewhat more disagreement on Statement B, which may necessitate more discussion. Statements F and G have high totals and little disagreement, suggesting that identity and global understanding may be eliminated as elements of this group's rationale without much discussion. Statement C also has a high total, but group members gave it widely varying ratings so some discussion may be required. Statements D and E may also deserve clarification and discussion.

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Figure 1
SAMPLE SMALL-GROUP RATING OF TEACHER STATEMENTS
(5 Participants)

Statement	Individual Ranking					Total
A	1	2	3	3	2	11
B	2	1	5	1	1	10
C	7	7	1	7	6	28
D	3	3	2	2	7	17
E	6	4	4	4	3	21
F	5	5	6	5	4	25
G	4	6	7	6	5	28

To use the Likert assessment process, follow these steps:

Ask the participants to read the nine statements carefully, marking their views of each in the blank to the left of the statement. Participants should use the following response categories: SA=strongly agree with the statement; A=agree with the statement; D=disagree with the statement; SD=strongly disagree with the statement. As participants fill in the blanks, they must write short phrases or statements explaining why they rated the statements as they did. This will enable others to understand reasons for particular philosophical beliefs and will aid in further developing the rationale statement.

After all participants have finished, small groups of between five and ten people should be formed. Give each group a copy of Handout 8. Each group should tally their results. (**Note:** Ultimately, you—as leader—will want to tally the results for the entire planning group.)

After totals for all the statements have been determined, each small group can begin to see where its members agree and disagree. Figure 2 illustrates this process. Statements A and D seem to have the most support. Statement F generates the most disagreement, while statements E and G have the least support.

Figure 2
SAMPLE SUMMARY ASSESSMENT OF TEACHER STATEMENTS
(10 Participants)

Statement	SA	A	D	SD
A	5	5	0	0
B	2	3	5	0
C	1	4	3	2
D	6	2	2	0
E	1	1	5	3
F	4	1	1	4
G	1	0	6	3

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3. After the group rankings/tallies or assessments have been analyzed and areas of agreement and disagreement have been identified and discussed, each small group should compose a series of statements on which they agree. Each group should write as many statements as it can under each of three categories: (1) assumptions about students, (2) views about the nature of society, and (3) views about the social studies. The statements should be saved for further development.

4. Use the following procedure to complete the rationale: Appoint a small working group of two or three people to draft a rationale based on input from the small groups. The draft rationale should be critiqued by all the participants in the entire planning group. Two or three critiques may be necessary before all the planners are satisfied with the rationale.

After the planning group has agreed on the rationale, give it to other individuals and groups for further written comments. These reviewers might include central office administrators, building principals, other teachers, board members, and laypersons. Be sure to set a deadline for receipt of the critiques and to explain how and why the rationale was developed and what will be done with the critiques.

Once the critiques are received, a new draft of the rationale should be prepared and submitted to the appropriate approval groups (e.g., administrative cabinet, school board). More than one round of revisions and critiques may be necessary.

A sample rationale that resulted from this process is provided on Handout 9.

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TEACHER STATEMENTS ABOUT IMPORTANT FUNCTIONS FOR THE SOCIAL STUDIES

____A. "In a democracy, consideration of public issues should be the core of a social studies program—issues such as power and influence, human rights, and economic injustice. Informed citizens need to become committed to public issues analysis and understand how local, state, and national issues affect their lives."

____B. "The main task of social studies education in a democratic society is to foster citizens who feel that problems can be solved, that wrongs can be righted, and that individuals can personally become effective. In the curriculum we need to show students how to participate and demonstrate to them that their knowledge and efforts can really count. Active citizenship should be our goal."

____C. "Unfortunately, kids today don't have basic knowledge; they are not 'culturally literate.' In social studies, we need emphasis on 'core' knowledge—knowledge that binds us together as a society and as a people. Students must master an understanding of the traditions and values that underlie our heritage."

____D. "We live in a multicultural society that is becoming more diverse. Every graduate of our schools should understand why our multicultural society honors equality and human dignity. Students should understand and express their personal commitment to these democratic values."

____E. "For the college-bound, we must teach academic courses that will get our students into college. History and the social sciences are what college-bound students will encounter in college. Ignoring academics does our students and their parents a disservice."

____F. "Students are trying to figure out who they are and who they want to be. Identity is their major preoccupation. Social studies, especially through the behavioral sciences, can help kids grow up, particularly by helping them with criteria for making good decisions. Issues that affect students personally will get them interested in society."

____G. "We live in an increasingly interdependent global society. Global understanding and application of key social science concepts will help our students deal with rapid change. Students need to be alerted to developments worldwide that are over the horizon and that will strongly affect their lives."

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SMALL-GROUP RANKING OF TEACHER STATEMENTS

Statement	Individual Rankings					Total
A	_____	_____	_____	_____	_____	_____
B	_____	_____	_____	_____	_____	_____
C	_____	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____	_____
E	_____	_____	_____	_____	_____	_____
F	_____	_____	_____	_____	_____	_____
G	_____	_____	_____	_____	_____	_____

Areas of Agreement

Areas of Disagreement

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SUMMARY ASSESSMENT OF TEACHER STATEMENTS

Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
A	_____	_____	_____	_____
B	_____	_____	_____	_____
C	_____	_____	_____	_____
D	_____	_____	_____	_____
E	_____	_____	_____	_____
F	_____	_____	_____	_____
G	_____	_____	_____	_____

Areas of Agreement

Areas of Disagreement

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SAMPLE SOCIAL STUDIES PROGRAM RATIONALE

Social studies is the study of people and the social world—the human experience. The "stuff" of social studies is *knowledge* about humans and the social world, *skills* which help students understand more about people and society, and *attitudes* which help persons participate more effectively in their social interactions. Social studies students study the past, but they also examine the present and consider the future.

Social studies is an expansive, sometimes elusive subject. It cannot be taught all at once; nor is it ever really "mastered." However, the teaching of social studies is structured and systematic. Simple, concrete ideas and skills are introduced in primary grades and sequentially developed into abstract, complex ideas and skills through the senior high years. Success in social studies is measured by students' growing more sophisticated in their understanding of ideas, more precise in their application of skills, and more aware of and sensitive to attitudes and beliefs in themselves and others. Thus, social studies is a K-12 experience—a 13-year endeavor—not a series of one-year classes.

Underlying the social studies curriculum at every grade level is the belief that students must be thoughtfully and systematically prepared to be effective, concerned, "thinking" citizens. Citizenship preparation is not solely the responsibility of social studies teachers and curriculum, but social studies has an especially important role to play in citizenship development. In particular, social studies is primarily responsible for teaching students their cultural and national heritage. This does not imply the teaching of unquestioning loyalty. Instead, it means engaging students in a thorough, objective look at their cultural roots and those of persons in other cultures. In addition to teaching about cultural heritage, social studies has a unique responsibility to develop in students an appreciation for their heritage and a commitment from them to contribute to the future strength of their community, state, country, and world.

A second thrust of the social studies program is a belief in the personal development of each student. Students are human beings with changing abilities, needs, concerns, joys, and fears, and their personal growth is a primary concern of social studies teachers and the district's social studies curriculum. As with citizenship preparation, the personal development of students is a responsibility shared with other teachers and curriculum areas, but again social studies has a particular role to play. It is in social studies that human development and human interaction are topics for direct, rather than incidental, teaching. It is also in social studies that students learn the skills and methods of social scientists—economists, political scientists, geographers, psychologists, sociologists, historians. These skills enable students to better analyze and participate in their world, both currently as students and later as adults. Helping students understand themselves and others, and to develop positive attitudes toward themselves and others, is at the core of each grade level's instruction.

Finally, the social studies program is based on a conviction that students must be actively and purposely prepared for the future—an uncertain future. Social studies knowledge, skills, and attitudes are taught not as "school stuff" but as essential learning for life. Students are

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armed with the coping abilities and skills that enable them to confidently welcome an ever-changing and unpredictable tomorrow.

In short, social studies in this district springs from a belief that social studies can and should be about the business of developing effective citizens who have insight into themselves and others and who have the coping skills necessary to live in the future as well as the present. To this end, the social studies curriculum has been designed.

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4. ASSESSING THE CURRENT PROGRAM

By Frances Haley and Barbara Miller

Background Notes

In many school districts, planning committee members may not be familiar with the content taught at grade levels other than their own. This is not to fault committee members. A teacher's major concern is and should be what is happening in his/her own classroom. In order to choose content to be taught, however, all committee members must understand the district's current content pattern.

This is the first of several activities designed to assist the planning group in deciding on the scope and sequence of the content to be taught in social studies, K-12. This activity focuses on identifying (or mapping) the current content pattern. The next activity allows for considerable creativity in thinking about new content ideas, while following activities enable the planning group to make final decisions concerning the K-12 content sequence.

If time and resources allow, you may wish to conduct the optional survey of all district social studies teachers at this point. The survey provides additional data to the planning committee which may be useful in various stages of their work. In addition, it gives teachers the opportunity to have formal input to the committee's deliberations.

Conducting the Activity

Materials Needed: Sufficient copies of Handouts 10, 11, and/or 12. If you wish to survey all teachers regarding the current program, you will also need copies of Handout 13.

Preparation: If you wish to conduct the optional survey of all district social studies teachers, it would be well to send out the survey in time to have results for use in this activity. You may use Handout 13 as it is presented, or adapt it for your own purposes.

In preparation for the activity, review the three handouts and determine which you wish to use. Depending on how social studies is presented in a district, Handout 10 ("Social Studies Units of Instruction") or Handout 11 ("Social Studies Offerings") may be most appropriate; in some districts, using Handout 12 for elementary-level analysis and Handout 11 for secondary-level analysis may be appropriate. Handout 12 provides a framework for analyzing the current program's balance in covering time and place.

As a second preparatory step, look over the two examples of completed handouts shown in Figures 3 and 4. These figures show Handouts 10 and 11 filled out to reflect "typical" school district patterns, in which the social studies curriculum is likely to be organized as follows: grades K-3, no formal offerings or a focus on the self, family, and community; grade

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4, state history or geographic regions; grade 5, U.S. history; grade 6, world cultures; grade 7, world geography; grade 8, U.S. history; grade 9, world studies, civics, or consumer education/economics in one semester and law-related education in the other; grade 10, world history; grade 11, U.S. history; and grade 12, government or civics and a number of electives.

Figure 3 reflects that pattern, with no courses presented until grade 4. Most of the early content is oriented toward the behavioral sciences, with some emphasis on geographic skill development. Figure 4 clearly reflects the familiar "expanding horizons" pattern. The present is emphasized through grade 3, with emphasis on the past beginning at grade 4 and continuing throughout the rest of the curriculum. Only at grade 12 might students encounter some aspects of the future.

While being aware of the "typical" content pattern will be helpful to the coordinator or facilitator in conducting the activity, it is recommended that this information not be shared with participants until they have worked through the handouts on their own.

Activity Objective: Participants should be able to describe the current social studies content pattern of the school district using a time and place, social studies offerings, and/or units of instruction analysis.

Suggested Steps:

1. If you conducted the teacher survey, begin the group session by sharing the results with the group. Post or distribute the results so they can be used in the upcoming task.

2. Divide the participants into small groups by grade level clusters. Give each group a handout to complete. As they complete the handout, groups might note for which units or courses there is particularly strong local support, whether from teachers, administrators, or parents.

3. When the groups have completely filled out their handouts, post the results, ensuring that the handouts are corrected or supplemented where necessary. If all grade levels are not represented in the planning group, participants may need to inquire about content taught at a particular level. At this stage, you should also indicate which courses are mandated by your state legislature or department of education.

4. Discuss the results of the activity, using the following questions:

   - What are the content overlaps across grade levels? Is this overlap positive or negative?
   - What are teachers at the various grade levels willing to give up? Unwilling to give up?
   - What challenges does this activity suggest that the committee must deal with?

5. Conclude the activity by having the group make a list of strengths and weaknesses of the current program, either generally or for grade level clusters.

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Figure 3
EXAMPLE SOCIAL STUDIES OFFERINGS ANALYSIS

	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Science Disciplines													
Anthropology		✓	✓	✓	✓		✓	✓					
Sociology	✓	✓	✓	✓								C or	C
Geography			✓	✓	✓	✓	✓	C		✓			
Economics										C/✓			C
Political Science										✓			C/
History					C	C	C		C		C	C	
Psychology		✓	✓	✓									C
Philosophy													
Other Subject Offerings													
Career Education							✓			✓			
Ethnic, Women, and Other Minority Group Studies						✓						✓	C
Environmental Education													
Future Studies													
Global Studies							✓						✓
Law-Related Education										/C			
Values Education		✓	✓	✓									✓

Directions: 1. Indicate by a check mark those disciplines, course offerings, and subjects taught, and the grade level at which they are taught.
2. Place a "C" at those grade levels where the discipline or subject offering is a course in your present sequence.

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Figure 4
EXAMPLE TIME AND PLACE ANALYSIS

Indicate by an A, B, C or a, b, c, those places studied at the various grade levels in your present sequence.

Major Emphasis
A - Past
B - Present
C - Future

Minor Emphasis
a - Past
b - Present
c - Future

	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Me/Self	a Bc	a Bc	a Bc									b	b
Home/Family	B	Ba	Ba		b						b	b	b
Neighborhood	B	B	Ba										
Community/City		Ba	Ba	Ba									
Region			b		AB	a		Ab	Ab	b	b		
Nation						A		Ba	Ab			Ab	a Bc
World	a b	a b			Ba	b	Ab	Ba		b	b	a	

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SOCIAL STUDIES UNITS OF INSTRUCTION

Unit Taught (Be Specific)

K	1	2	3	4	5	6	7	8	9	10	11	12

Directions: Write in the units taught, and put a check mark in the grade level box where they are taught.

SOCIAL STUDIES OFFERINGS

	K	1	2	3	4	5	6	7	8	9	10	11	12
Social Science Disciplines Anthropology													
Sociology													
Geography													
Economics													
Political Science													
History													
Psychology													
Philosophy													
Other Subject Offerings Career Education													
Ethnic, Women, and Other Minority Group Studies													
Environmental Education													
Future Studies													
Global Studies													
Law-Related Education													
Values Education													

Directions: 1. Indicate by a check mark those disciplines, course offerings, and subjects taught, and the grade level at which they are taught.

2. Place a "C" at those grade levels where the discipline or subject offering is a course in your present sequence.

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TIME AND PLACE IN THE SOCIAL STUDIES CURRICULUM

Indicate by an A, B, C or a, b, c, those places studied at the various grade levels in your present sequence.

Major Emphasis
A - Past
B - Present
C - Future

Minor Emphasis
a - past
b - present
c - future

	K	1	2	3	4	5	6	7	8	9	10	11	12
Me/Self													
Home/Family													
Neighborhood													
Community/City													
Region													
Nation													
World													

TEACHER SURVEY

As you know, a committee is currently studying the social studies curriculum in our district and making plans for revisions. Teachers' views on the present program will be an important consideration in determining future directions. Please respond to the questions in terms of the grade level you are presently teaching, rather than other grade levels you have taught.

Background Data

School_____

Self-Contained?_____ Departmentalized? _____

Grade Level_____

Content

1. Which of the following content areas do you think should be emphasized at your grade level?

_____ Self
_____ Holidays and special weeks
_____ Families
_____ Neighborhoods
_____ Community
_____ State studies
_____ U.S. geography
_____ U.S. history
_____ U.S. government
_____ World geography
_____ World history
_____ Global studies
_____ Citizenship
_____ Current events/Public issues
_____ Economics
_____ Consumer education
_____ Study of specific cultures
_____ Science/Technology/Society
_____ Environmental studies
_____ Multicultural topics
_____ Critical thinking

2. What units do you currently add to your social studies program?

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3. Indicate the degree to which you believe thinking and inquiry skills should be emphasized in the social studies program.

1	2	3	4	5
Very High				Very Low

4. Indicate the degree to which you believe specific facts should be emphasized in the social studies program.

1	2	3	4	5
Very High				Very Low

Instructional Approaches

Check the instructional approaches you feel should be emphasized at your grade level.

_____ 1. Role playing
_____ 2. Reading and/or listening to the textbook
_____ 3. Teacher presentation of material
_____ 4. Teacher-initiated discussion
_____ 5. Simulations
_____ 6. Small-group cooperative learning
_____ 7. Audiovisual material
_____ 8. Field trips
_____ 9. Data collection and analysis
_____ 10. Resource people
_____ 11. Workbooks and ditto sheets
_____ 12. Enrichment activities such as cooking, art projects, music, drama, etc.
_____ 13. Individual or small-group student projects
_____ 14. Interest centers
_____ 15. Technology-related instruction
_____ 16. List any others you use below.

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Summary

1. What are the strengths of the present social studies program in relationship to the instructional approaches you have marked above?

2. What are the weaknesses of the present social studies program in relationship to the instructional approaches you have marked above?

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5. DEVELOPING BROAD PROGRAM GOALS

By Roger Wangen and Craig Kissock
Revised by James E. Davis

Background Notes

There is continuing debate in the social studies profession about the K-12 content sequence. Regardless of how much "tinkering" curriculum committees or national commissions have done, the social studies content sequence has remained basically the same for close to 80 years. In part, the content sequence has been held in place by state education agencies and/or local custom. Equally important, publishers publish to a national social studies course pattern, thus continuing to hold it in place.

Classroom teachers—products of traditional teacher education institutions—have strong ideas about the social studies-related content they must teach and want to teach. The community (both state and local) also has a number of expectations about the content that must be included in any social studies program. In states where there are strong state education agencies, both the scope and sequence of social studies content are set forth in state curriculum documents. As the leader of the curriculum planning group, it is important that you know what your state requires and/or recommends.

Within the context of professional debate, teachers' ideas, and community expectations, there is still considerable latitude in determining the scope of a social studies program. This section includes two activities. The first activity is designed to "open up" the planning process and invites the planning group to think about including everything they may wish to put into a K-12 social studies program. The activity gives all group members the opportunity to suggest their favorite ideas for social studies content and skills. Although agreement on what to include in the K-12 social studies program must ultimately be reached, participants should be encouraged in the activity to think creatively about the scope of social studies content. A brainstorming format is used, as it allows rapid generation of ideas in a safe situation.

The second activity builds on the first. The outcome of the second activity is to develop a *preliminary* (emphasize preliminary) course/subject sequence for a K-12 social studies program. As the leader of the planning group, you may wish to encourage the development of more than one preliminary course/subject sequence. Doing this will enable the planning group to focus more clearly on the specific outcomes and content in later planning tasks. Keep in mind that any preliminary course/subject sequence can be modified at some later date in the planning process.

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Conducting the Activity: Developing Broad Program Goals

Materials Needed: Sufficient copies of Handout 14 or 15 plus Handout 16. *Lots* of newsprint, marking pens, and masking tape are needed for this activity.

Preparation: In preparation for the activity, review Handouts 14 and 15, choosing one for use with the group. Handout 15, which addresses problems, concepts, and student needs, may generate more wide-ranging ideas, but these ideas may be difficult to categorize. Handout 14, which focuses on knowledge, skills, and attitudes, is a more traditional approach, but may limit the ideas generated.

Activity Objective: Participants should be able to (1) identify as many ideas as possible related to the scope of a K-12 social studies program and (2) make preliminary decisions concerning essential content and skills to be included.

Suggested Steps:

1. Introduce the activity, using the information in the **Background Notes** or your own ideas. Tell participants that in this activity they will have the opportunity to propose anything they have ever wanted to have included in a K-12 social studies program. Mention that some agreement on the content scope and sequence will ultimately be necessary, but for now people can get all their ideas on the table.

2. Go over the "Rules of Brainstorming" provided in Figure 5. Then distribute either Handout 14 or 15.

Figure 5
RULES OF BRAINSTORMING

1. Say anything that comes to mind.
2. Do not discuss or criticize other people's statements.
3. Repeating someone else's idea is okay.
4. "Piggybacking" on someone else's idea is okay.
5. Enjoy silence.
6. When you think you have finished, keep going.

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3. Depending on the size of the group, organize the participants into small groups of four to six, assigning one brainstorming task to each group. If the planning group is quite small (six or fewer), you may want to conduct this activity in several sessions, having the entire group do all the brainstorming tasks.

4. Begin the brainstorming session(s). One member of each group should record individuals' responses on newsprint as they are spoken. Be sure that the brainstorming rules are followed, regardless of the number of groups brainstorming.

5. When all the groups have finished brainstorming, ask them to review their lists and (a) draw lines through any items that should not be included in a social studies program, (b) circle all items that should be given special emphasis, and (c) put a box around all items that should be included but not emphasized.

6. When all the small groups have completed the task and the responses are on view, ask a member of each group to review and summarize that group's brainstorming results. Frequently, this report will include differences of opinion that emerged when items were crossed out, circled, or boxed. Be sure to ask if anyone else in the group has any comments.

7. Ask the entire planning group for suggestions about items that might be added to any of the lists. Remind the group that these lists should reflect the total scope of a social studies program. No limitations are put on at this stage.

Because of the global nature of the questions in the brainstorm tasks, suggestions for specific content—wars, key countries, names of important people, important events—may be missing. If participants want to add such items, post them; however, they will soon see that they could add specific items for days without exhausting the possibilities. Remind the group, if necessary, that a statement of scope for social studies must by definition be broad and general. Specific content can be determined once the group has reached agreement on the scope of the program.

8. Assign a subcommittee to formulate a list of broad program goals based on the agreed-upon content and skills. Many goal statements are organized into three categories: knowledge, skills, and values. Within these categories, the goals can be organized in various ways. Two common ways of organizing goals in the knowledge area, for instance, are by discipline or by theme. To illustrate, consider the organizers used in the California and Wisconsin social studies guides:

California	**Wisconsin**
historical literacy	cause and effect
ethical literacy	pluralism
cultural literacy	change and continuity
geographic literacy	citizenship
economic literacy	community
sociopolitical literacy	culture
	equal opportunity

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freedom and justice
human rights
independence and interdependence
peace
scarcity and choice
stewardship of natural and human resources
survival issues and future alternatives

Members of the subcommittee chosen to write the program goals (or themes) may wish to examine several curriculum guides or frameworks for ideas on how to organize the goals (themes). These documents will also be useful in determining how broadly or specifically the program goals (themes) might be stated. At this point, remind the subcommittee of the rationale that has been developed; the program goals (themes) should relate directly to the rationale. In 1994 the National Council for the Social Studies (NCSS) published *Expectations of Excellence: Curriculum Standards for the Social Studies*. The NCSS standards are organized around ten themes. These themes, Handout 16, should be copied and made available to the subcommittee.

7. Save all the brainstorm results so they can be used in later activities.

Conducting the Activity: Developing a Preliminary Course/Subject Sequence

Materials Needed: Ample newsprint, marking pens, and masking tape are needed for this activity. In addition, all committee members should receive a copy of Handout 17. If the group selects one of the exemplars in Handout 17 for further study, it would be useful to have the full document from which that exemplar was drawn available. These sources are:

Charting a Course: Social Studies for the 21st Century (Washington, DC: National Commission on Social Studies in the Schools, 1989). Contact NCSS, 3501 Newark Street, NW, Washington, DC 20016.

"In Search of a Scope and Sequence for Social Studies: Report of the National Council for the Social Studies Task Force on Scope and Sequence," *Social Education* (October 1989), pp. 376-387.

Education for Democratic Citizenship, by S.H. Engle and A.S. Ochoa (New York: Teachers College Press, 1988), especially chapters 1-3 and 7-8.

Preparation: To prepare for the activity, copy Handout 17 and prepare to discuss the three exemplars it presents. Also, if there are any required courses/subjects by grade level that the committee must know about, be prepared to present these.

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Activity Objective: Participants should be able to use exemplars to identify a preliminary K-12 social studies course/subject sequence, with possible options, that can be referred to in subsequent planning tasks.

Suggested Steps:

1. Distribute Handout 17. You may want to point out that these alternative scopes and sequences were developed in the 1980s, when considerable thinking, writing, and controversy about such alternatives occurred. The most common curricular pattern (represented by the second exemplar) had then been in place since 1916; to a large extent it is still in place. Although no consensus on what the social studies scope and sequence should be was reached, the national standards movement has set this debate aside in the 1990s. Yet no matter how many sets of standards are written, districts must still decide what courses/topics are going to be taught in which grades.

Briefly go over the various alternatives listed, elaborating on the information provided if you wish to. Ask the group to identify which scope and sequence is most similar to the current curriculum in the district. If there are any that are incompatible with the committee's work to date, the group may eliminate them from further consideration at this point.

2. Divide the committee into the same number of groups as scopes and sequences they wish to consider. Each group should have elementary, middle/junior high, and high school teachers represented. Give each group one scope and sequence (the chart and supporting document if you have it). The group is to compare the assigned scope and sequence to the rationale and program goals developed by the committee. They should also consider instructional time available for social studies in your district. They should post their findings regarding the fit between the scope and sequence and the committee's work to date. (**Note**: If the committee wishes to think "beyond the box" of the exemplars, an additional small group can be formed to outline a totally new scope and sequence. In later segments of the activity, that scope and sequence can be treated like the exemplars.)

3. After 20-30 minutes, each group should move to another scope and sequence, review the work of the previous group, and add any comments of their own. Continue this carousel process until all the groups have looked at all of the scopes and sequences you are considering. The later cycles will take less time than the earlier ones.

4. Conduct a group discussion aimed at narrowing the scopes and sequences to be considered to the smallest number possible—one or two. You may have a generally agreed-upon sequence, an overall sequence with different proposals for particular grades, or two totally different sequences still under consideration at this point. Save the results of this task as a continuing reminder of the preliminary decision. Remind the committee members that the preliminary sequence can be changed based on further decisions. You might want to establish an agreed-upon process for modifying the preliminary sequence.

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STUDENT KNOWLEDGE, SKILLS, AND ATTITUDES

In three separate sessions, brainstorm answers to the following questions:

1. What knowledge should our district's K-12 social studies program impart? That is, what should students know when they complete the program?

2. What skills should our district's K-12 social studies program develop? That is, what should students be able to do when they complete the program?

3. What attitudes should our district's K-12 social studies program develop? That is, what kinds of feelings should students have about social issues, events, etc., and what should students value when they complete the program?

When the brainstorming task has been completed, proceed with the following steps:

1. Draw a line through any items that should *not* be in the district's social studies program.

2. Circle all items that *should be emphasized.*

3. Put a box around all items that should be *included but not emphasized.*

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PROBLEMS, CONCEPTS, AND STUDENT NEEDS

In three separate sessions, brainstorm the following:

1. Identify the most important problems facing humankind in today's global society; e.g., racism, war, poverty, inflation, energy, the environment.

2. Identify the "big" ideas or social science/social studies concepts that may be used as the basis of a social studies program. (A *concept* is an abstract or general idea about specific instances that have common properties or an identifiable relationship to one another. A useful concept is broad enough to transcend mere description but narrow enough to be meaningful. Some examples of useful concepts are *family, interdependence, culture, change, scarcity, socialization, power,* and *prejudice.*)

3. Identify the competencies that *all* students need in order to cope with the problems facing society today.

When the brainstorming task has been completed, proceed with the following steps:

1. Draw a line through any items that should *not* be in the district's social studies program.

2. Circle all items that *should be emphasized.*

3. Put a box around all items that should be *included but not emphasized.*

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CURRICULUM STANDARDS FOR SOCIAL STUDIES: TEN THEMES

The ten themes that form the framework of the NCSS social studies standards are:

1. Culture. The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

2. Time, Continuity, and Change. Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

3. People, Places, and Environments. The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

4. Individual Development and Identity. Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

5. Individuals, Groups, and Institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional

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From *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, DC: National Council for the Social Studies, 1994), pp. x-xii. © National Council for the Social Studies. Reprinted by permission.

change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

6. Power, Authority, and Governance. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

7. Production, Distribution, and Consumption. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

8. Science, Technology, and Society. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

9. Global Connections. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

10. Civic Ideals and Practices. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

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ALTERNATIVE SCOPES AND SEQUENCES FOR SOCIAL STUDIES

Alternative Scope and Sequence Statements	Rationale/Goals	Important Themes	Content Placement	Skills Emphasis
National Commission on Social Studies in the Schools	• Civic responsibility and participation • See own experiences as part of human adventure in time and place • Understanding of U.S. history, geography, economy, institutions, traditions, values • Understanding of other peoples • Critical attitudes and analytical perspectives	World history, geography, American history, local community study	K-3: Rules, community, heroes/heroines, geography, cultural traditions 4-6: Courses in U.S. history, world history, geography (physical and cultural) 7-8: Courses on social, political, and economic relationships and patterns of behavior in the local community and the nation 9: World and American History and Geography to 1850 10: World and American History and Geography, 1750-1900 11: World and American History and Geography Since 1900 12: Government/Economics in a Global Context; Electives (social science courses, current issues, community service)	K-3 Geographic skills 4-6: Geographic skills, chronology, use of graphics 7-8: Gathering and use of various kinds of data, thinking and decision-making skills Thinking skills Critical thinking

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Alternative Scope and Sequence Statements	Rationale/Goals	Important Themes	Content Placement	Skills Emphasis
NCSS Task Force	To provide the opportunity to learn the knowledge, abilities and skills, and beliefs and values needed for competent participation in social, political, and economic life	Traditional social studies content, democratic beliefs and values	K: Awareness of Self in a Social Setting 1: The Individual in Primary Social Groups: Understanding School and Family Life 2: Meeting Basic Needs in Nearby Social Groups: The Neighborhood 3: Sharing Earth Space with Others: The Community 4: Human Life in Varied Environments: The Region 5. People of the Americas: The United States and Its Close Neighbors 6: People and Cultures: Representative World Regions 7: A Changing World of Many Nations: A Global View 8. Building a Strong and Free Nation: The United States 9: Systems that Made a Democratic Society Work: Law, Justice, and Economics 10: Origins of Major Cultures: A World History 11: The Maturing of America: U.S. History 12: Required Electives: Issues of Modern Society; Introduction to the Social Sciences; The Arts in Human Societies; Area Studies; Social Sciences; Community Service	Acquiring information, organizing and using information, interpersonal relationships and social participation

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Alternative Scope and Sequence Statements	Rationale/Goals	Important Themes	Content Placement	Skills Emphasis
Decision-Making Curriculum for Democratic Citizenship (Shirley H. Engle/Anna Ochoa)	To study in depth selected social problems that confront our society now or have confronted societies in the past; to develop in young citizens the ability to engage in independent and responsible thinking by the study of such.	Environmental studies Institutional studies Cultural studies Problems in decision making Social problems Citizenship internships Social science electives Democratic school environment	First three themes would be incorporteaed into traditional social studies courses, substituting study in depth of selected problems for coverage Two weeks each year would be devoted to indepth study of an important social problem. All social studies classes in a school would study the same problem in the same time frame Citizen internship would be required for graduation (approximately 30 days or equivalent) One-year elective focusing on the nature (rather than the findings) of a social science discipline would be required A new and special course would be developed to focus on the problem of decision making in a democracy given a media-rich and rapidly changing environment	Intellectual skills involving utilization of knowledge in making and implementing decision; political skills needed to implement a desired course of action

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6. IDENTIFYING STUDENT OUTCOMES

By James E. Davis

Background Notes

Curriculum planning has always been a difficult and complex task. Some of the difficulties have included understanding the theoretical curriculum literature, reaching consensus on a rationale, and deciding whether to write or adapt statements of objectives. Matters of complexity have included articulating content sequence among grade levels, identifying appropriate sources of objectives, and deciding on appropriate language for various audiences. These difficulties and complexities have not changed. As a matter of fact, they are even more difficult and complex in the late 1990s than ever before.

Before the introduction of authentic (performance, alternative) assessment and the national standards movement, curriculum planners were mostly in agreement on what a curriculum guide should include. They could (relatively easily) distinguish among a rationale, a goal, an objective (knowledge, skills, attitudes), and a teaching strategy. Today, this is not as easy as it appears. We have created more language—more terms to deal with. To complicate matters, state education agencies are producing curriculum frameworks or guides that include the new language, often used in different ways. National organizations that developed standards documents use language that is not consistent across the documents. Hence it is incumbent on curriculum planners to (1) decide on which terms will be used in a curriculum document and (2) define the terms for the audience.

The first activity in this section focuses on clarifying the terminology the planning group will use in the curriculum document. This activity is a card sort for which you will need to prepare sets of cards. The purposes of the activity are to come to a mutual understanding of what terms will be used in your curriculum document and to define them for your audience(s).

You will need to acquire and organize several resources for the second activity, depending on how you and the planning group want to approach student outcomes. If you have a state testing mandate, it is suggested you meet with the appropriate person in the state education agency to determine the exact requirements of the mandate. You will need to find out at what levels students will be tested and the test objectives. Doing this will establish a basic set of student outcomes to which the planning group can add other student outcomes.

If you intend to use the national standards documents as sources of student outcomes, you will need to order them from the organization(s) listed below. Many states have taken the step of identifying student outcomes by using the national standards to develop state standards and frameworks. Your state education agency may have available multiple copies of its framework that your planning group can use. If you choose not to use the standards documents, an excellent source of student outcomes is the National Assessment of Educational Progress (NAEP). NAEP has publications of student outcomes that have been developed for their tests.

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These may be ordered from the source cited below. If you will need to write student outcomes for a locally developed course, Handout 21 includes action verbs that will help those who write the outcomes.

The second activity focuses on the identification of student outcomes. The word "identification" is used purposefully here. The developers of this volume believe that the last thing a curriculum committee should do is write student objectives or outcomes from scratch. There are just too many good resources in the field available for use. Only in the case of a unique course in the curriculum (e.g., a particular community study) should the committee need to write student objectives. You and the planning group are encouraged to examine a wide variety of resources and identify the student outcomes most appropriate for your school district.

Sources:

Center for Civic Education (civics and government standards)
5146 Douglas Fir Road
Calabasas, CA 91302-1467
1-800/350-4223
http://www.civiced.org/bookstore.html

National Center for History in the Schools (history standards)
UCLA
405 Hilgard Avenue
Los Angeles, CA 90095-1473
310/794-6737
http://www.sscnet.ucla.edu/nchs (portions of original but not revised standards are downloadable from website)

National Council on Economic Education (economics standards)
1140 Avenue of the Americas
New York, NY 10036
1-800/338-1192
http://www.economicsamerica.org (standards are downloadable from website)

National Council for the Social Studies (general social studies standards and all discipline-specific standards as well)
3501 Newark Street NW
Washington, DC 20016
1-800/673-8530
http://www.ncss.org/catalog

National Geographic Society (geography standards)
Box 98171
Washington, DC 10090-8171
1-800/368-2728
http://www.nationalgeographic.com

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National Assessment Governing Board (NAEP objectives)
800 North Capitol Street NW, Suite 825
Washington, DC 20002
202/357-6938
http://www.nagb.org (frameworks with sample objectives are downloadable from website)

Conducting the Activity: Clarifying Curriculum Document Terms—A Card Sort

Materials Needed: Enough 3" x 5" index cards to make a 21-card set for each group of three to four planning group members; sufficient copies of Handouts 18 and 19 for all planning group members.

Preparation: Write or type the following curriculum terms on the cards (one term per card): Attitudes, Content Standard, Curriculum Framework, Discipline Perspective, Dispositions, Framework, Fundamental Question, Goal, Guiding Question, Knowledge Objective, Knowledge Standard, Learning Outcome, Learning Proficiency, Performance Standard, Philosophy, Process Standard, Rationale, Skills Objective, Strand, Student Outcome, Theme.

Activity Objectives: Participants should be able to (1) identify an agreed-upon structure of curriculum terms, (2) decide which terms will be used in the curriculum document, and (3) define clearly how the terms will be used in the curriculum document.

Suggested Steps:

1. Introduce the activity by giving some of the background stated in the **Background Notes** above and/or stating a rationale for doing this activity based on your own curriculum experience. Explain that the purpose of the activity is to decide on consistent ways of using terms in your final district curriculum document.

2. Form groups of three to four planning group members and distribute one set of cards to each group.

3. Set the task as follows: "Lay out the cards. Review the terms in your group so you have at least some sense of what you think they mean. Then arrange the cards in what you think is a logical structure."

4. When the groups have finished, ask each group to explain its structure. Note where there is agreement and possible disagreement. Also note the terms each group thinks are basically synonymous. At this point, you may wish to distribute copies of Handouts 18 and 19. These handouts may help clarify the curriculum terms and help the group make the decision on synonymous terms.

5. Decide how you wish to come to an agreement on which terms to use. You might select those terms for which there is the most agreement and decide that these will be the terms to

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use. Then, one by one, identify those terms on which there is disagreement and/or confusion and systematically work through definitional and use issues for each term.

6. Once the planning group has decided on the terms to use in your curriculum document, identify a small subgroup of participants to write definitions of the terms. These definitions need to become part of the introductory material in your curriculum document.

Conducting the Activity: Identifying Student Outcomes

Materials Needed: Copies of national standards documents and/or state education agency standards documents and/or NAEP statements of objectives in social studies areas and/or other statements of student outcomes you may wish to use; copies of Handout 20, which shows possible formats of student outcomes; copies of Handout 21, only if the planning group will be writing student outcome statements.

Activity Objectives: Participants should be able to determine the content and format of social studies student outcomes, either for every grade level or at the end of selected grade levels (e.g., grades 4, 8, and 12).

Suggested Steps:

1. Review with group members the preliminary course/subject sequence(s) developed previously. This sequence will provide a foundation for selecting student outcomes for each grade level or for grade level spans (e.g., K-4, 5-8, 9-12 or elementary, middle, and high school). Group members will be working in small groups to identify or select student outcomes; as they do so, they may want to refine or improve the course/subject sequence. Establish a process by which the small working groups can bring suggested changes to the larger group.

2. If your state has a testing mandate, present the requirements of this mandate to the planning group and discuss how the objectives to be tested by the state should be incorporated into your group's statements of student outcomes.

3. Next, decide with the group how the outcomes will be identified—for every grade level, for every course offering, or for grade level spans. If the group chooses the latter approach, decide on the grades to be included in each "span." Many of the national and state standards documents identify what students should know and be able to do at the end of grades 4, 8, and 12, so adopting K-4, 5-8, and 9-12 as your divisions may facilitate adoption of standards. On the other hand, some districts may find it more workable to use elementary, middle, and high school as the divisions.

4. Divide the group into working subgroups based on the decision made in step 3 above and on other efficiency factors. Give the subgroups the resources you have gathered and allow time for them to become familar with these resources.

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5. In the large group, distribute Handout 20 and go over format exemplars it provides. Discuss with the group the advantages and disadvantages of various formats and reach a group decision on what format groups will use to state or rewrite student outcomes. If the group plans to write their own outcomes, make copies of Handout 21 available as well.

6. Agree on a time when the planning group will come together with outcomes stated. As groups begin their work, meet with each subgroup to ensure that they are clear on the task and have a workable plan for identifying student outcomes. Then allow the groups to proceed at their own pace.

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DESCRIPTION OF CURRICULUM DOCUMENT TERMS

Below are some examples of how the terms from the card sort are used in national, state, and local curriculum documents.

- **Framework/Curriculum Framework.** These terms generally refer to an entire curriculum document published by a state education agency or local school district. *Curriculum guide* is also a commonly used term.
- **Rationale/Philosophy.** The third section of this planning volume defines the nature of a social studies rationale; this term is preferred when referring to the section of your curriculum document that justifies your program, explaining ***why*** social studies as you have defined it is important to students and to your community. However, many curriculum documents use *philosophy* in lieu of *rationale*. Philosophy is actually a broader term, referring to the system of interrelated assumptions and beliefs that underlie the entire program.
- **Theme/Strand/Discipline Perspective.** In use, these terms are very similar, referring to particularly important and widely applicable organizing ideas. The National Council for the Social Studies uses the term *theme* (e.g., culture; time, continuity, and change). The California History-Social Science Framework uses the term *strand* (e.g., geographic literacy; civic values, rights, and responsibilities). Several other curriculum documents employ a social science discipline (including history) perspective, listing key discipline concepts the curriculum will focus on.
- **Goal/Guiding Question/Fundamental Question.** Often these three terms are used interchangeably to identify what is to be learned at a fairly broad level. For example, the *National Standards for Civics and Government* are organized around a series of guiding or fundamental questions. For example, "What is government and what should it do?" "What are the basic values and principles of American democracy?" Occasionally, the term *guide questions* is used to designate questions/topics that are subordinate to fundamental questions.
- **Knowledge Objective/Knowledge Standard/Content Standard.** These, too, are similar terms. They identify, more specifically than goals, what is to be learned. For example, the *National Standards for History* identify as a content standard for grades K-4, "Students should understand the people, events, problems, and ideas that created the history of their state." Standards and objectives can be written at varying levels of specificity; for example, objectives may be written for a course, a unit, and a lesson. While the term *content* is often used to refer to knowledge, it sometimes includes skills as well. Developers of several national standards documents refer to content standards as defining what students are "to know and be able to do."
- **Skills Objective/Process Standard.** Skills and processes are quite similar in curriculum documents. They focus on what students are able to do related to the content area. For example, in the national geography standards, *Geography for Life*, one skill statement reads, "By the end of the eighth grade, the student should know and understand how to: 1. Prepare various forms of maps as a means of organizing geographic information..."
- **Learning Outcome/Student Outcome.** These two terms can apply to knowledge objectives and/or content standards, as well as skill objectives. While outcomes also

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express the purposes of instruction, they are stated more in terms of how students exhibit knowledge and skills.

- **Performance Standard/Learning Proficiency.** These two similar terms are often associated with authentic (alternative, performance) assessment, which is treated in section 10 of this volume, "Planning Evaluation." A performance standard defines criteria for determining students' level of achievement of content and process standards.
- **Attitudes/Dispositions.** Traditionally, a curriculum document identified student objectives in terms of knowledge, skills, and attitudes. In the late 1990s, the term *dispositions* crept into the literature to mean something similar to *attitudes*. While not used often, the term *values* is sometimes used interchangeably with attitudes.

In preparing a local curriculum document, we recommend that the planning group decide which terms to use, define them carefully for the reader, and use them consistently.

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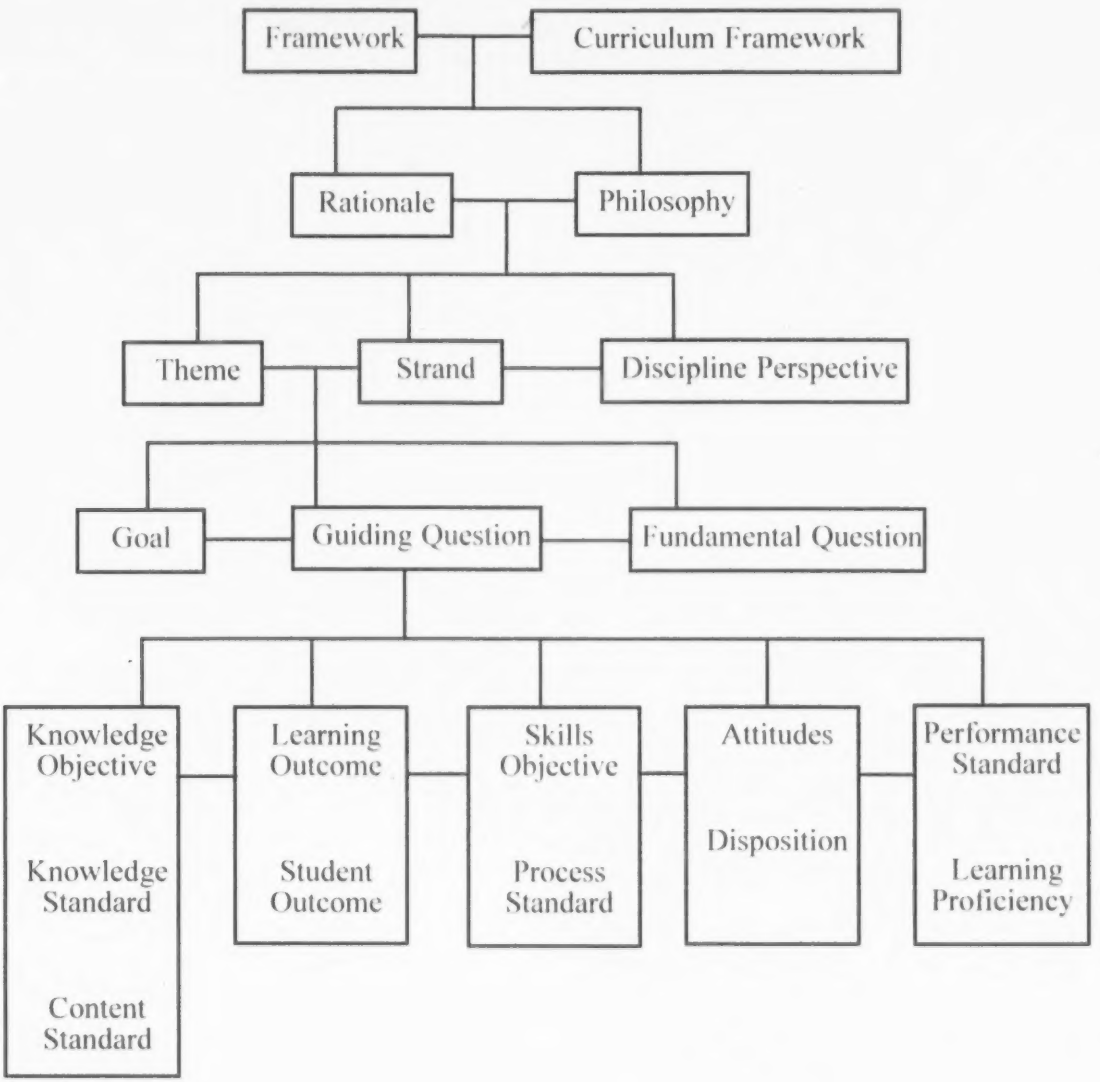
A POSSIBLE SCHEMATIC OF CURRICULUM DOCUMENT TERMS

There is no one correct way to complete the card sort task. Below is one possible arrangement of the terms that you may wish to compare with your group's work.



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SAMPLE FORMATS FOR STUDENT OUTCOMES

This handout provides sample formats for stating and presenting student outcomes. These samples were drawn from national, state, and local curriculum documents. Your group's facilitator may also have additional examples available for your perusal.

Review the samples provided, noting some of the advantages and disadvantages of each format. Be prepared to discuss the formats in the large group and reach a decision on the format you will use to present the social studies outcomes for your school district.

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Content Standard 5

Students will understand that:

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

Students will be able to use this knowledge to:

Negotiate exchanges and identify the gains to themselves and others. Compare the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas.

As a result of their competitive experiences in sports and games, students usually have learned to expect that, in most contests, when one person or team wins, another person or team must lose. Voluntary exchanges, on the other hand, are cooperative activities in which both sides expect to gain, and both usually do. Because all the parties to a voluntary exchange expect to gain from trade, institutions that make trading easier usually improve social welfare.

Understanding the win-win nature of voluntary exchange helps students learn that people and organizations trade with one another only when each party offers something that the other party values more than whatever he or she has to trade. For example, an employer will hire a student at a wage rate of $6 per hour only if the employer expects to receive labor services from the student that are worth at least that much. And the student will voluntarily work for $6 per hour only if the student values the $6 more than the best alternative use of his or her time. The principle that voluntary trade can improve each participant's situation applies to all voluntary exchanges, including trade between people or organizations in different parts of the same country or among people or organizations in different countries.

Benchmarks

At the completion of **Grade 4**, students will know that:

1. Exchange is trading goods and services with people for other goods and services or for money.
2. The oldest form of exchange is barter--the direct trading of goods and services between people.
3. People voluntarily exchange goods and services because they expect to be better off after the exchange.

At the completion of **Grade 4**, students will use this knowledge to:

1. Identify exchanges they have made and tell whether they were monetary or barter exchanges.
2. Identify current and historical examples of barter exchanges.
3. Describe a trade they have made, such as one with baseball cards, stickers, or lunch desserts, and explain why they agreed to trade.

Used with permission. From *Voluntary National Content Standards in Economics*, copyright © 1997, National Council on Economic Education, New York, NY 10036.

FIGURE 2: Elements of a History Standard

STANDARD:

Statement of the historical understanding that students should acquire

STANDARD COMPONENT:

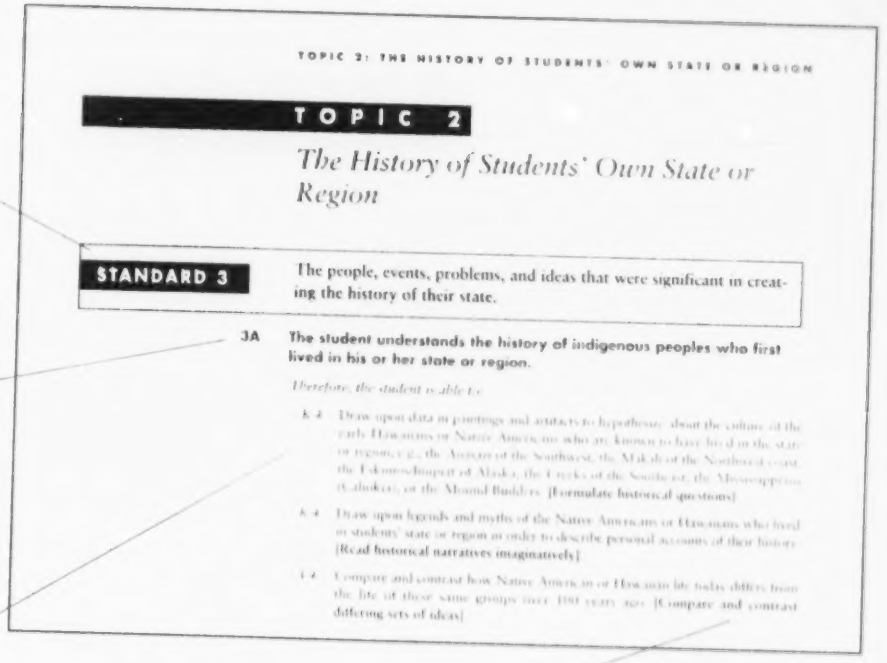
Statement identifying the first part of Standard 3 (3A)

ELABORATED STANDARD:

Standard 3A elaborations with recommendations of grade-level appropriateness

THINKING SKILL:

One of several appropriate thinking skills



TOPIC 2: THE HISTORY OF STUDENTS' OWN STATE OR REGION

TOPIC 2

The History of Students' Own State or Region

STANDARD 3 The people, events, problems, and ideas that were significant in creating the history of their state.

3A **The student understands the history of indigenous peoples who first lived in his or her state or region.**

Therefore, the student is able to:

K-4 Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or Native Americans who are known to have lived in the state or region (e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimo/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians [Cahokia], or the Mound Builders). [Formulate historical questions]

5-8 Draw upon legends and myths of the Native Americans or Hawaiians who lived in students' state or region in order to describe personal accounts of their history. [Read historical narratives imaginatively]

9-12 Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago. [Compare and contrast differing sets of ideas]

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From *National Standards for History for Grades K-4: Expanding Children's World in Time and Space*, Expanded Edition (Los Angeles: National Center for History in the Schools, UCLA, 1994).

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Illustrative 5-8 Standard

III. How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

D. Who represents you in local, state, and national governments?

Content summary and rationale

Few Americans can identify most of the key people elected to serve them. It is important not only to know who these people are, but what their responsibilities are, and how they can be contacted on mattes of interest. Such knowledge is an essential first step in providing Americans with the capacity to take part in their own governance.

Content standards

1. Who represents you in legislative and executive branches of your local, state, and national governments? ***Students should be able to identify their representatives in the legislative branches as well as the heads of the executive branches of their local, state, and national governments.***

To achieve this standard, students should be able to

- **name the persons representing them at state and national levels in the legislative branches of government, i.e., representatives and senators in their state legislature and in Congress**
- **name the persons representing them at local, state, and national levels in the executive branches of government, e.g., mayor, governor, president**
- **explain how they can contact their representatives and when and why it is important to do so**
- **explain which level of government they should contact to express their opinions or to get help on specific problems, e.g., opinions about a curfew for persons under 16 years of age, an increase in state sales tax, aid to another country; problems with street lights, driver's license, federal income taxes**

Reprinted with permission. *National Standards for Civics and Government*. Copyright 1994, Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91307.

GEOGRAPHY STANDARD 4 GRADES 9–12

Places and Regions

▶ THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES

By the end of the twelfth grade, the student knows and understands:

1. **The meaning and significance of place**
2. **The changing physical and human characteristics of places**
3. **How relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity**

Therefore, the student is able to:

A. **Explain place from a variety of points of view, as exemplified by being able to**

Describe the same place at different times in its history (e.g., London as a Roman outpost in Britain, as a medieval trading center, and as the seat of a global empire in the nineteenth century or Tokyo in the three decades immediately before and after the Meiji Restoration)

Explain why places have specific physical and human characteristics in different parts of the world (e.g., the effects of climatic and tectonic processes, settlement and migration patterns, site and situation components)

Develop a definition of place appropriate for inclusion in a glossary of geographic terms

B. **Describe and interpret physical processes that shape places, as exemplified by being able to**

Describe how forces from within Earth (e.g., tectonic processes such as volcanic activity and earthquakes) influence the character of place

Analyze the role of climate (e.g., the effects of temperature, precipitation, wind) in shaping places

Describe and interpret the importance of erosional processes in shaping places (e.g., the cliffs of Malibu or the sand dunes of Cape Cod)

Reprinted with permission from *Geography for Life: The National Geography Standards*, by the Geography Education Standards Project (Washington, DC: National Geographic Society, 1994), p. 190. © National Geographic Society

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V Individuals, Groups, & Institutions

High School

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can:

Performance Expectations	Related Themes
a. apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;	I IV
b. analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;	I II IV VI X
c. describe the various forms institutions take, and explain how they develop and change over time;	I II IV VI X
d. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;	I II IV VI X
e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;	I II VI IX
f. evaluate the role of institutions in furthering both continuity and change;	I II VI IX X
g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;	I II VI VII X
h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.	I II VI VII VIII IX X

FOCUS ON THE CLASSROOM: STANDARDS INTO PRACTICE

Example #1

Performance Expectations: a, b, c, d, e, f, g, h

Lori Pasqueriello's sociology students are tracing changes in social and family roles in the United States since the late nineteenth century. They examine the impact of political, economic, and cultural pressures that have influenced those changes. Students then select biographies of individuals who lived in different regions of the country during various time periods, and analyze the degree to which changes in social and political institutions (including the church, schools, political party, and organizations with which the individual was affiliated) appeared to both reflect and affect the individuals' career choices, values, and significant actions.

The students prepare oral presentations in which they describe the individual's various roles in his or her family, workplace, and other settings and how their roles were a reflection of both the times and personal choices of the individual. Students create graphics or collages that represent the individual and the institutions that influenced them. Effectiveness of research strategies and the quality of interpretation, analysis, and presentations serve as criteria for the teacher to evaluate evidence of understanding.

From *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, DC: National Council for the Social Studies, 1994), p. 124. © National Council for the Social Studies. Reprinted by permission.

ORGANIZATIONAL "ROAD MAP"

Each of the strands begins with a K-12 Content Overview, which is presented in a format like that in Figure 5a. Following that page, information is presented on what students should know and be able to do as a result of their studies in the levels K-4, 5-8, and 9-12.

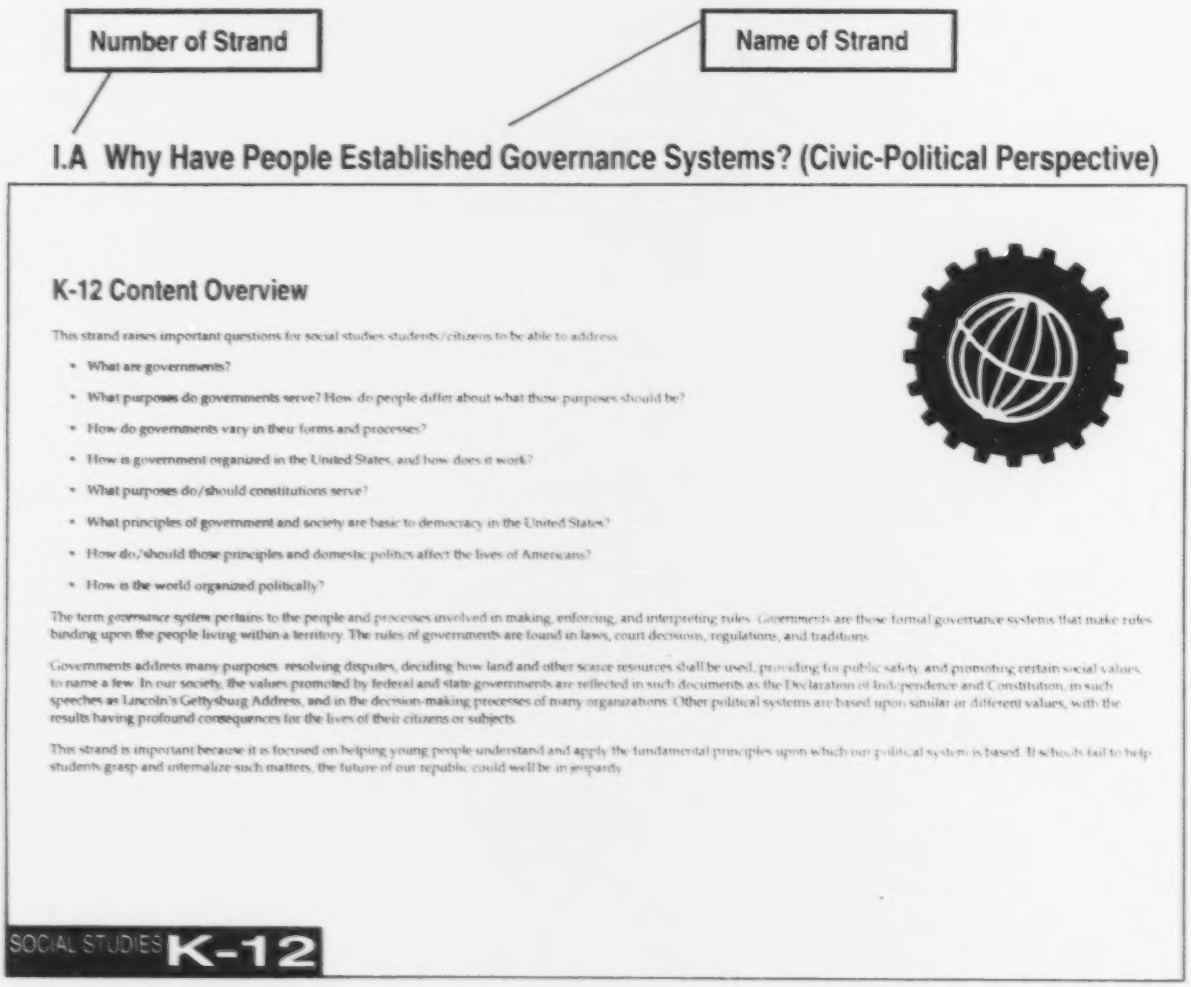
Number of Strand
Name of Strand
I.A Why Have People Established Governance Systems? (Civic-Political Perspective)
K-12 Content Overview
This strand raises important questions for social studies students/citizens to be able to address:
• What are governments?
• What purposes do governments serve? How do people differ about what these purposes should be?
• How do governments vary in their forms and processes?
• How is government organized in the United States, and how does it work?
• What purposes do/should constitutions serve?
• What principles of government and society are basic to democracy in the United States?
• How do/should those principles and domestic politics affect the lives of Americans?
• How is the world organized politically?
The term governance system pertains to the people and processes involved in making, enforcing, and interpreting rules. Governments are those formal governance systems that make rules binding upon the people living within a territory. The rules of governments are found in laws, court decisions, regulations, and traditions.
Governments address many purposes, resolving disputes, deciding how land and other scarce resources shall be used, providing for public safety, and promoting certain social values, to name a few. In our society, the values promoted by federal and state governments are reflected in such documents as the Declaration of Independence and Constitution, in such speeches as Lincoln's Gettysburg Address, and in the decision-making processes of many organizations. Other political systems are based upon similar or different values, with the results having profound consequences for the lives of their citizens or subjects.
This strand is important because it is focused on helping young people understand and apply the fundamental principles upon which our political system is based. If schools fail to help students grasp and internalize such matters, the future of our republic could well be in jeopardy.
SOCIAL STUDIES K-12

FIGURE 5a. Strand Overview

Missouri Department of Elementary and Secondary Education. 1996. *Missouri's Framework for Curriculum Development in Social Studies.*

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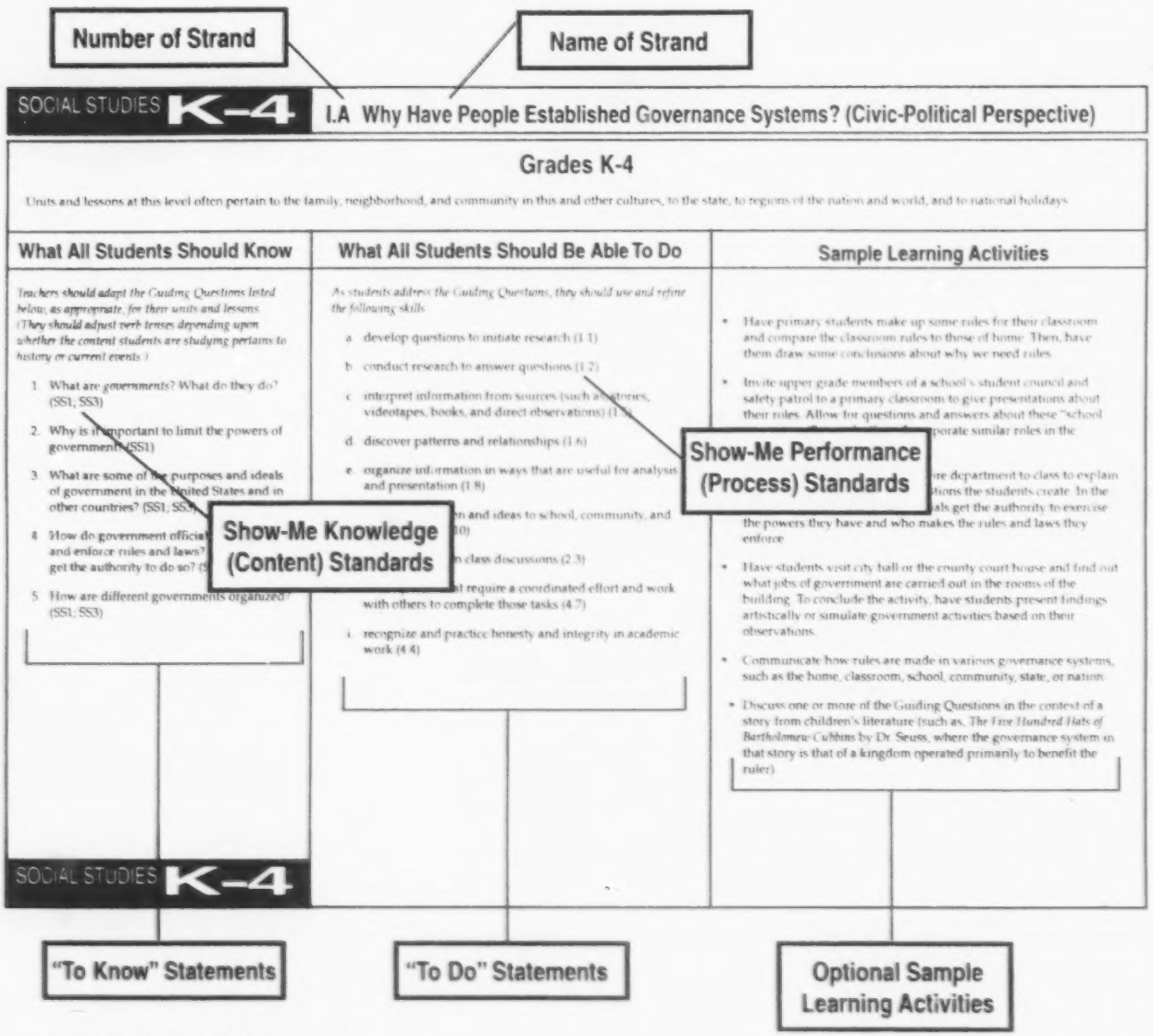
Number of Strand
Name of Strand
SOCIAL STUDIES K–4
I.A Why Have People Established Governance Systems? (Civic-Political Perspective)
Grades K-4
Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays
What All Students Should Know
What All Students Should Be Able To Do
Sample Learning Activities
Show-Me Knowledge (Content) Standards
Show-Me Performance (Process) Standards
SOCIAL STUDIES K–4
"To Know" Statements
"To Do" Statements
Optional Sample Learning Activities

FIGURE 5b. Strand Components

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LEARNING STANDARD 1: MY PLACE IN HISTORY

Grade Span	Learning Standards and Examples of Student Learning
PreK-4	◆ use the learning standard's questions to **tell their own story in the context of their families.** Use photographs of family members to create family collages, and compile them in a book. (PreK–K) ◆ **describe themselves in historical time and space.** Create a time capsule in September, with each child bringing in an item important to him/her. Open it in June and record observations of their own growth and change. (1-2) ◆ **describe characteristics of individuals who made a difference.** Read a biography (e.g, Rosa Parks, Abraham Lincoln, Florence Nightingale, etc.) and prepare a role play with students assuming the roles of hero/heroine and reporters who conduct interviews about the character's motivations. (2-4)
5–8	◆ use the learning standard's questions to **tell their own story, identifying turning points and connecting the story to broader historical trends.** Investigate a key event in the year of their birth that helped shape or change the course of history. ◆ describe the **role and impact of everyday people in historical change.** Create/present an oral history of an older person in their own family or community.
9–10	◆ conduct research to **connect their personal story to the history of their people and place over time.** Write an autobiography emphasizing connections to elements of their heritage, such as nationality, place of residence, ethnicity, race, and gender. ◆ describe the **multiple effects of individuals as shapers of history, recognizing that individuals embody both positive and negative attributes.** Compare the goals, leadership styles and methods used by Franklin Roosevelt, Mohandas Gandhi and Joseph Stalin and explain how they have had a lasting impact on their native countries and world history.
11–12	◆ describe the impact they, as individuals, would like to have on the future. ◆ identify challenges and problems of their generation and describe how they expect to see them addressed in the future, using understanding of the past and present to develop informed hypotheses. Create editorials or short stories assessing their generation's contributions 25 years hence ("It's now the year 2020 . . . What does the world look like?").

Massachusetts Social Studies Framework. March 1995 Draft. Massachusetts Department of Education.

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Grade Five

United States History to 1877

The standards for grade five relate to the history of the United States from Pre-Columbian times until 1877. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. This course continues in grade six. In these two years, students study United States history in chronological sequence and learn about change and continuity in our history, study documents and speeches that lay the foundation of American ideals and institutions, and examine the everyday life of people at different times in our history through the use of primary and secondary sources. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills of using and interpreting information, and historical thinking skills.

5.1 The student will describe life in America before the 17th century by

- identifying and describing the first Americans, their arrival from Asia, where they settled, and how they lived, including Inuits (Eskimos), Anasazi (cliff dwellers), Northwest Indians (Kwakiutl), Plains Indians, Mound builders, Indians of the Eastern forest (Iroquois, etc.), Incas, and Mayans;
- explaining how geography and climate influenced the way various Indian tribes lived; and
- evaluating the impact of native economies on their religions, arts, shelters, and cultures.

5.2 The student will trace the routes and evaluate early explorations of the Americas, in terms of

- the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England;
- the political, economic, and social impact on the American Indians; and
- the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of North America.

5.3 The student will describe colonial America, with emphasis on

- the factors that led to the founding of the colonies, including escape from religious persecution, economic opportunity, release from prison, and military adventure;
- geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South;
- life in the colonies in the 18th century from the perspective of large landowners, farmers, artisans, women, and slaves;
- the principal economic and political connections between the colonies and England;
- sources of dissatisfaction that led to the American Revolution;
- key individuals and events in the American Revolution including King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine; and
- major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

5.4 The student will analyze the United States Constitution and the Bill of Rights, in terms of

- the British and American heritage, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia Statute of Religious Freedom, and the Articles of Confederation;
- the philosophy of government expressed in the Declaration of Independence; and
- the powers granted to the Congress, the President, the Supreme Court, and those reserved to the states.

History and Social Science Standards of Learning for Virginia Public Schools, June 1995.

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5.5 The student will describe challenges faced by the new United States government, with emphasis on
- the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights;
- major issues facing Congress and the first four presidents; and
- conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

5.6 The student will describe growth and change in America from 1801 to 1861, with emphasis on
- territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California;
- how the effects of geography, climate, canals and river systems, economic incentives, and frontier spirit influenced the distribution and movement of people, goods, and services;
- the principal relationships between the United States and its neighbors (current Mexico and Canada) and the European powers (including the Monroe Doctrine), and describe how those relationships influenced westward expansion;
- the impact of inventions, including the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America; and
- the development of money, saving, and credit.

5.7 The student will identify causes, key events, and effects of the Civil War and Reconstruction, with emphasis on
- economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun;
- events leading to secession and war;
- leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison;
- critical developments in the war, including major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox;
- life on the battlefield and on the homefront;
- basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution; and
- the impact of Reconstruction policies on the South.

5.8 The student will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, including "Give me liberty or give me death," "Remember the Alamo," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.

5.9 The student will develop skills for historical analysis, including the ability to
- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (television, movies, and computer information systems) to better understand events and life in United States history to 1877;
- construct various time lines of American history from pre-Columbian times to 1877 highlighting landmark dates, technological changes, major political and military events, and major historical figures; and
- locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War.

5.10 The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, including
- different historical perspectives such as American Indians and settlers, slaves and slave holders, Patriots and Tories, Federalists and Anti-Federalists, Rebels and Yankees, Republicans and Democrats, farmers and city folks, etc.; and
- different evaluations of the causes, costs, and benefits of major events in American history up to 1877 such as the American Revolution, the Constitutional Convention, the Civil War, Reconstruction, etc.

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ACTION VERBS FOR INSTRUCTIONAL OBJECTIVES

KNOWLEDGE: cites, defines, describes, identifies, lists, matches, names, points out, recalls, recognizes, relates, remembers, repeats, rephrases, reports, states, tells, writes

THINKING PROCESSES:

Classifying: arranges, associates, catalogs, distinguishes, groups, labels, orders, organizes, outlines, places, rearranges, reorders, sorts, structures

Interpreting: composes, converts, defines, enacts, explains, expresses, illustrates, interprets, paraphrases, presents, renders, restates, simulates, states in own words, summarizes, transforms, translates

Comparing: cites, describes, detects, differentiates, discriminates, distinguishes, expresses, points out

Generalizing: composes, constructs, derives, develops, expresses, forms, formulates, generates, produces, proposes, relates

Inferring: deduces, develops, derives, draws, extends, extrapolates, fills in, formulates, generates, presents, proposes

Analyzing: analyzes, breaks down, detects, differentiates, divides, examines, experiments, expresses, extracts, identifies, illustrates, inspects, inventories, lists, outlines, points out, questions, relates, separates

Synthesizing: assembles, composes, constructs, combines, creates, depicts, derives, designs, develops, devises, expresses, formulates, illustrates, integrates, makes, organizes, prepares, plans, produces, puts together, proposes, synthesizes

Evaluating: appraises, argues, assesses, chooses, criticizes, decides, describes, evaluates, explains, grades, judges, justifies, measures, ranks, rates, rejects, scores, states worth of, validates, weighs

ATTITUDES: advocates, acclaims, approves, believes in, chooses, defends, demonstrates, opposes, praises, prefers, acts positively or negatively toward, recommends, rejects, selects, supports

SKILLS: carries out, completes, constructs, draws, executes, interprets, locates, measures, performs, puts into practice, shows, translates

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7. LINKING OUTCOMES AND CONTENT

By Laurel Singleton
Revised by James E. Davis

Background Notes

By this point in the planning process, the committee should have accomplished the following: (1) development of a written social studies rationale, (2) development of broad program goals and a preliminary course/subject sequence, and (3) selection of student outcomes. Now it is time to pull the previous work together and carefully link student outcomes and a social studies content sequence. As in previous steps, the committee must be aware of and accommodate state mandates or recommendations in this task.

There are two activities in this section. The first, "Constructing a Course Sequence," will enable the committee to build on its previous work and to take into account any mandated courses to construct a final K-12 social studies scope and sequence. The second, "Developing Grade-Level Course Outlines," will enable committee members to design grade-level courses and learning experiences. The second activity is optional, depending on what information you have decided to include in the social studies curriculum document. However, keep in mind that this activity can be used by individual teachers at a later date to develop a more complete district curriculum document.

After the first activity in this section has been completed, you will have a good general picture of the course(s) and/or major units of instruction to be offered at each grade level. For your school board and/or public patrons, this may be sufficient. The approach used in "Developing Grade-Level Course Outlines" enables you to begin the process of grade-level planning. You may want to do this by grade or by grade-level clusters (K-2, 3-5, 6-8, 9-12). At this point you may want to add some members to the committee. Keep in mind that in order to carefully articulate the curriculum across grade levels, communication across the various subcommittees is critical. For consistency in presenting the final curriculum document, it is suggested that you take some time to agree on the format for the course outlines.

Conducting the Activity: Constructing a Course Sequence

Materials Needed: Sufficient copies of Handouts 21-24; information about testing patterns in the district and/or state, as well as state curriculum mandates and recommendations; the results of the committee's previous work (rationale, goals, student outcomes) in a format that can be displayed for all to view easily; copies of the group's preliminary course sequence(s); copies of documents that support the exemplars on which the group's preliminary course sequences were based (e.g., *Charting a Course*, *Education for Democratic Citizenship*); copies of Handouts 3 and 17 may also be useful.

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Preparation: If the group used one or more of the exemplars in Section 5 to develop its preliminary subject sequence, you will need to have a copy of the more detailed description of the alternative(s) on which the group decided to focus. If possible, it would be advantageous for this description to be read by group members prior to this meeting. If this is not possible, you will need to allow time for reading at the beginning of this session.

Activity Objectives: Participants should be able to use the results of their prior work to create a K-12 scope and sequence that supports their rationale, goals, and outcomes.

Suggested Steps:

1. Explain to the group that the task for this session is to construct a final course/subject sequence for the social studies program. Point out the state mandates that must be accommodated, as well as the products of previous activities—the rationale, broad program goals, and student outcomes—with which the course sequence must be compatible. Make sure all of the committee members have a copy of the preliminary sequence(s) developed previously.

2. Have the group decide on a format for presenting the content/skills sequence. How extensive and detailed will the presentation be? Will it be a listing? A matrix? A review of Handout 3 may be helpful in this discussion. If a matrix format is selected, the "Social Studies Units of Instruction" matrix (Handout 22) can be used for grades K-6 and the "Social Studies Offerings" (Handout 23) for grades 7-12. Handout 24 provides one of the more detailed skills scope and sequences, which the group may find useful if they are working with an exemplar that gives little attention to skills.

3. Using the matrix, determine the course/subject requirements that are musts, whether mandated or regarded by the group or community as essential. Establish the grade levels at which these courses or subjects will be taught. Review testing patterns for clues to where particular content or skills should be placed. Then determine the rest of the content/skills sequence, using the exemplar and the results of the group's prior work (rationale, goals, and outcomes) as guides.

4. To conclude this activity, ask the group to look back at the results of the activities related to trends and the scope of the program. Have the topics/ideas/problems identified as important been included? Should anything else be covered in the K-12 program? Can the teacher realistically do what has been laid out in the scope and sequence, given the instructional time available? Also consider whether teachers are prepared to teach the topics listed and whether appropriate instructional materials will be available.

Conducting the Activity: Developing Grade-Level Course Outlines

Materials Needed: Sufficient copies of Handout 25.

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Activity Objectives: Participants should be able to: (1) list the units comprising the grade-level course, (2) create a plan for developing learning experiences at that grade level, and (3) describe how learning will be evaluated.

Suggested Steps:

1. Explain to the group that the next step in the planning process is developing grade-level course outlines. This step will be completed by subcommittees representing specific grade levels or grade-level clusters. Allow the group to decide which option will work best in your particular circumstances.

2. Have the groups form, explaining that additional members can or will be added for this phase of the process. Tell groups that they may use any planning process they wish, but should, by a specified date, be prepared to share the following with the group:

- A list of the units comprising the course.
- A guide for planning learning experiences.
- A plan for evaluating student learning.

3. Distribute Handout 25, explaining that it describes one approach to course planning that groups may find useful.

4. Encourage intergroup communication to avoid duplication of topics or activities. If it is impossible for the subcommittees to communicate with each other before the next group meeting, the facilitator should serve as an informal communications center. Prior to the next group meeting, the facilitator should collect all the grade-level plans and duplicate them for distribution at the meeting.

5. At the meeting, allow time for each plan to be presented and discussed. Duplications across grade levels should be negotiated to the group's satisfaction.

6. Grade-level groups can refine their plans and add as much detail as desired in follow-up subcommittee meetings.

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SOCIAL STUDIES UNITS OF INSTRUCTION MATRIX

Description of Unit	Grade Level						
	K	1	2	3	4	5	6

SOCIAL STUDIES OFFERINGS MATRIX

	7	8	9	10	11	12
Social Science Disciplines						
Anthropology						
Sociology						
Geography						
Economics						
Political Science						
History						
Psychology						
Philosophy						
Other Subject Offerings						
Career Education						
Ethnic, Women, and Other Minority Group Studies						
Environmental Education						
Future Studies						
Global Studies						
Law-Related Education						
Values Education						

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EXEMPLAR: ESSENTIAL SKILLS FOR SOCIAL STUDIES

Suggested strength of instructional effort:
- Minimum or none
- Some
- Major
- Intense

I. Skills Related to Acquiring Information

A. Reading Skills

K–3 4–6 7–9 10–12

1. Comprehension
- Read to get literal meaning
- Use chapter and section headings, topic sentences, and summary sentences to select main ideas
- Differentiate main and subordinate ideas
- Select passages that are pertinent to the topic studied
- Interpret what is read by drawing inferences
- Detect cause and effect relationships
- Distinguish between the fact and opinion; recognize propaganda
- Recognize author bias
- Use picture clues and picture captions to aid comprehension
- Use literature to enrich meaning
- Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
- Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals

2. Vocabulary
- Use usual word attack skills: sight recognition, phonetic analysis, structural analysis
- Use context clues to gain meaning
- Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary, text, word lists
- Recognize and understand an increasing number of social studies terms

3. Rate of Reading
- Adjust speed of reading to suit purpose
- Adjust rate of reading to difficulty of the material

B. Study Skills

1. Find Information
- Use various parts of a book (index, table of contents, etc.)
- Use key words, letters on volumes, index, and cross references to find information
- Evaluate sources of information—print, visual, electronic
- Use appropriate source of information
- Use the community as a resource

2. Arrange Information in Usable Forms
- Make outline of topic
- Prepare summaries
- Make timelines
- Take notes
- Keep records
- Use italics, marginal notes, and footnotes
- Listen for information
- Follow directions
- Write reports and research papers
- Prepare a bibliography

C. Reference and Information-Search Skills

1. The Library
- Use card catalog to locate books
- Use *Readers' Guide to Periodical Literature* and other indexes
- Use COMCATS (Computer Catalog Service)
- Use public library telephone information service

2. Special References
- Almanacs
- Encyclopedias
- Dictionary
- Indexes
- Government publications
- Microfiche
- Periodicals
- News sources: newspapers, news magazines, TV, radio, videotapes, artifacts

3. Maps, Globes, Graphics

Use map- and globe-reading skills
- Orient a map and note directions
- Locate places on map and globe
- Use scale and compute distances
- Interpret map symbols and visualize what they mean
- Compare maps and make inferences
- Express relative location
- Interpret graphs
- Detect bias in visual material
- Interpret social and political messages of cartoons
- Interpret history through artifacts

4. Community Resources
- Use sources of information in the community
- Conduct interviews of individuals in the community
- Use community newspapers

D. Technical Skills Unique to Electronic Devices

1. Computer
- Operate a computer using prepared instructional or reference programs
- Operate a computer to enter and retrieve information gathered from a variety of sources

2. Telephone and Television Information Networks
- Ability to access information through networks

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II. Skills Related to Organizing and Using Information

A. Thinking Skills

1. Classify Information

- Identify relevant factual material
- Sense relationship between items of factual information
- Group data in categories according to appropriate criteria
- Place in proper sequence:
  (1) order of occurrence
  (2) order of importance
- Place data in tabular form: charts, graphs, illustrations

2. Interpret Information

- State relationships between categories of information
- Note cause and effect relationships
- Draw inferences from factual material
- Predict likely outcomes based on factual information
- Recognize the value dimension of interpreting factual material
- Recognize instances in which more than one interpretation of factual material is valid

3. Analyze Information

- Form a simple organization of key ideas related to a topic
- Separate a topic into major components according to appropriate criteria
- Examine critically relationships between and among elements of a topic
- Detect bias in data presented in various forms: graphics, tabular, visual, print
- Compare and contrast credibility of differing accounts of the same event

4. Summarize Information

- Extract significant ideas from supporting, illustrative details
- Combine critical concepts into a statement of conclusions based on information
- Restate major ideas of a complex topic in concise form
- Form opinion based on critical examination of relevant information
- State hypotheses for further study

5. Synthesize Information

- Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information
- Reinterpret events in terms of what *might* have happened, and show the likely effects on subsequent events
- Present visually (chart, graph, diagram, model, etc.) information extracted from print
- Prepare a research paper that requires a creative solution to a problem
- Communicate orally and in writing

6. Evaluate Information

- Determine whether or not the information is pertinent to the topic
- Estimate the adequacy of the information
- Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency

B. Decision-Making Skills

- Identify a situation in which a decision is required
- Secure needed factual information relevant to making the decision
- Recognize the values implicit in the situation and the issues that flow from them
- Identify alternative courses of action and predict likely consequences of each
- Make decision based on the data obtained
- Take action to implement the decision

C. Metacognitive Skills

- Select an appropriate strategy to solve a problem
- Self-monitor one's thinking process

III. Skills Related to Interpersonal Relationships and Social Participation

A. Personal Skills

- Express personal convictions
- Communicate own beliefs, feelings, and convictions
- Adjust own behavior to fit the dynamics of various groups and situations
- Recognize the mutual relationship between human beings in satisfying one another's needs

B. Group Interaction Skills

- Contribute to the development of a supportive climate in groups
- Participate in making rules and guidelines for group life
- Serve as a leader or follower
- Assist in setting goals for the group
- Participate in delegating duties, organizing, planning, making decisions, and taking action in a group setting
- Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences

C. Social and Political Participation Skills

- Keep informed on issues that affect society
- Identify situations in which social action is required
- Work individually or with others to decide on an appropriate course of action
- Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
- Accept and fulfill social responsibilities associated with citizenship in a free society

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DEVELOPING A COURSE OUTLINE

Several different processes can be used to develop a course outline. This handout describes a process adapted from a naturalistic approach developed by Allan A. Glatthorn. You may find this approach helpful or may choose to use another.

Build the Knowledge Base

Before beginning the development of the course, broaden your knowledge about the students, the teachers, and the research. Answer as many of the questions posed below as you can within the time available. The student questions will help you and your team understand the constraints imposed by the characteristics of students who will probably take the course. The teacher questions will help you decide how detailed your course planning should be and how much staff development you will need. The research questions focus on course content and teaching-learning methods.

THE STUDENTS: Consider the students likely to take the course and find out...

1. What is the ability range?
2. What levels of cognitive development are represented?
3. What is known about their academic achievement? What prior classes or content do they bring to the course?
4. What are their predominant values and attitudes relative to course content?
5. What similar courses might they have had before, if any?

THE TEACHERS: Consider the teachers likely to teach the course and find out...

1. How interested are they in teaching the course?
2. How much do they know about the content to be covered?
3. How skilled are they as teachers?

THE RESEARCH: Consider the goals for the course and find out...

1. What research is generally available that might help planners determine course content?
2. What research is available that will help planners select teaching-learning activities?
3. Have similar courses been developed by national curriculum centers?
4. Have similar courses been offered by other school districts?

Block in the Units

Now you are ready to block in the units. You and the planning team need to make some tentative decisions about the number, focus, and sequence of the units in the course. In doing so, answer the following questions:

1. Given the goals of the course, what topics or themes should serve as foci for the units? Identify one general outcome desired at the end of each unit. These outcomes should be tied

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directly to the scope and sequence developed in previous steps of the curriculum planning process.

Because determining unit objectives is a key step in the process, allow ample time to complete it. Ask the planning team to consider these issues: Which units will help students accomplish the goals of the course? Which units will appeal to student interest? Which units will be manageable within the time constraints? Which units do we think will be the most exciting to teach?

Use the outcomes to give each unit a title.

2. How many of these units will you actually have time for? Consider the goals of the course, the length and schedule of the course, and the interest span of the learners.

3. Determine the approximate length of each unit and the optimal sequence for the units. By reflecting about the unit objective and the nature of the learners, make a tentative decision about the length of each unit. Then determine the optimal sequence by answering these questions:

- Which unit will best capture student attention?
- How does the flow of units match the school calendar?
- Is some developmental progression desirable—does one unit build upon another?
- Which unit would make a strong ending, bringing several threads together?

Develop a Unit-Planning Guide

You have the units blocked out. Now you should develop a unit-planning guide—a general planning outline that can guide those who will be doing the detailed development. You can vary the form and content of these guides. The figure below shows one format that seems to have worked well for several planning and development teams. The unit-planning guide enables you to differentiate between two important levels of curriculum leadership: general unit planning and specific unit development. It thus facilitates the delegation of certain curriculum responsibilities.

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Unit Planning Guide

Title of Unit: The American Family

General Unit Objective: The students will understand that, although there are important elements of stability in the American family, certain changes have taken place and will probably take place. Those changes are a result of such complex factors as the nature of work, the economy, and shifting personal and cultural values.

Length of Unit: Three weeks, 15 sessions, 45 minutes each session.

General Suggestions About Shaping the Unit: It probably would be best to divide the unit into three parts, roughly one week for each: the family, 1920-1930; the family, 1980-1990; the family, 2010-2020.

Important Concepts to be Learned:

1. From social studies: family, nuclear family, extended family, patriarchal family.
2. From English-language arts: theme.

Important Skills to be Developed:

1. Critical thinking: comparing and contrasting, identifying causes, predicting.
2. Reading in the content areas: summarizing, identifying themes.
3. Writing across the curriculum: writing a futuristic short story.

Use the Unit-Planning Guide to Develop Quality Learning Experiences

Here is where the naturalistic model differs most from the standard technological model. If you were using the technological model, you would next identify the specific learning objectives for each of the units and then suggest learning experiences and materials that would enable students to accomplish those learning experiences. In the naturalistic model, you and your team attempt to design quality learning experiences by beginning at any point in the process. You may begin by thinking about objectives. More likely you will start by thinking of stimulating learning activities or excellent materials. Here is the way to develop quality learning experiences.

1. Orient your group to the nature of quality learning experiences. Such experiences should meet seven criteria. Those criteria are listed on the next page.

2. With these criteria in mind, review the unit-planning guide and use a group problem-solving process (such as brainstorming) to tentatively identify several quality learning experiences—more than you will probably need. Think of stimulating activities and experiences. Identify interesting materials. Do not worry unduly about specific objectives at this stage, unless you find it helpful to do so. In the initial planning stage, you need not concern yourselves with sequence; instead you should focus on quality learning. The figure on page 99 shows one such list that might be developed for the last part of the "American Family" unit.

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Criteria for Quality Learning Experiences

1. The learning experience is meaningful. It provides an opportunity for students to discover meaning, to make sense of their experience, to integrate knowledge.

2. The learning experience is involving. Its nature is such that it seems likely to involve all students in the active processing of experiences.

3. The learning experience is diverse and multiple. It requires the use of many learning styles, modalities, and talents.

4. The learning experience is ethical. It does not require the use of deception by students or teachers and in no way diminishes the dignity of participants.

5. The learning experience is challenging. It requires the students to acquire new information and also to process that information: to synthesize it, apply it, and create new forms.

6. The learning experience is appropriate. It is appropriate for the context (the classroom or the community) and the participants (the teachers and the students).

7. The learning experience is relevant. It relates to and contributes to the unit objective.

Review your tentative list to be sure that the experiences meet the criteria for quality learning and satisfy the requirements of the unit-planning guide. Your final step is to arrange the quality learning experiences into a useful sequence, again allowing the teacher some flexibility.

Develop the Unit and Course Tests

By reviewing the unit objectives and the quality learning experiences, you should be able to rough out a plan for unit and course evaluation. Doing so will enable you to be specific about unit and course objectives: Whatever is evaluated is a key objective. The evaluation plan will also help teachers be clear about the measurable outcomes expected.

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Possible Quality Learning Experiences for "American Family" Unit

General Focus of the Experiences: The students will realize that the American family will probably change in some ways by the year 2010; although all changes are probably not predictable, some are more likely than others.

Suggested Quality Learning Experiences:

1. Dramatize part of B.F. Skinner's *Walden Two* and discuss how desirable his utopian ideas about community are—and whether there is any likelihood that they might be realized. (This might be a good place to teach the concept of *theme*. Also, students who are artistically talented should be encouraged to illustrate the novel's setting. More able students also may wish to read the attacks of some critics who disagree strongly with Skinner's vision.)

2. Interview (by telephone perhaps) a member of a contemporary "Utopian" community. (Be sure to teach interviewing skills—preparing questions, listening to answers, recording answers, following up on answers. If time is available and students are interested, teach them how to report the results of an interview.)

3. Read an account of the successes and failures of one of the "utopian" communities that started in the late 1960s. (This would be a good place to teach and apply the summarizing skill.)

4. Identify through discussion the chief factors that will probably affect the American family in the year 2010: the computer and its effects on working and communicating; new methods of population control; the move towards multiple-income families; new opportunities to learn at home through computer, interactive video discs, and other technologies. (Be sure to indicate that these are only reasonable guesses, and stress the point that not everyone considers them desirable changes.)

5. Read and discuss part of John Naisbitt's *Megatrends*. (By close analysis of the work, help students identify some of the methods futurists use to predict the future—and note their limitations.)

6. Organize and hold a mini-debate: Resolved, the American family will not change very much by the year 2010. (Teach a simplified debate format; note the limitations of debate as an inquiry process.)

7. Write a scene from a narrative about family life in the year 2010. (Teach students how to sketch in the setting, how to introduce and identify characters, how to refer incidentally to changes in the future without being too obvious about it.)

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8. SELECTING CURRICULUM MATERIALS

By Frances Haley and Sharryl Davis

Background Notes

After planners have established a rationale for their program, selected objectives, and chosen content to attain those objectives, they are ready to identify and select appropriate curriculum materials. Many factors must be considered in choosing curriculum materials. Among them are (1) relationship to the program objectives, (2) potential student interest, (3) level of difficulty, (4) relationship to program content focus, (5) teacher needs, and (6) cost.

As the group begins to consider materials, members probably will find many that meet some, but not all, of their criteria. They may also come across more than one textbook or set of materials that fit their objectives. In either case they will have to make a decision: Should they choose one text or several texts? Will they need to choose some supplementary materials in order to meet all their program needs?

One way to answer these questions is to pilot test materials. Although pilot testing will not answer all such questions, it will provide additional information that will be helpful in making decisions. There really is no way of predicting how materials will work with students and teachers until they have been used in the classroom.

Pilot testing takes time: the selection of pilot teachers must be done carefully, criteria for evaluating the pilot test must be established and applied, and a reporting system must be designed. Although we have not provided detailed suggestions for accomplishing these steps, we urge planners to consider including pilot testing in the program planning process when possible.

This activity is designed to help program planners identify and select curriculum materials. A planning group may decide to use only part of the activity or to follow each of the steps in order. The process may be done by the entire group or by grade-level or grade-level-cluster subcommittees. Regardless of how a group goes about selecting materials, we recommend that *some systematic process* be used. All the time and energy spent in preplanning and curriculum design can be wasted if the final selection of materials does not reinforce previous decisions.

Conducting the Activity

Materials Needed: Sufficient copies of Handouts 26-31; publishers' catalogs; samples of prospective materials; and *plenty* of newsprint, masking tape, and marking pens.

Activity Objectives: Participants should be able to (1) determine district or school criteria for materials selection, (2) identify available materials that meet district criteria, (3) analyze

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materials using specific agreed-upon criteria, (4) make preliminary selections of materials for pilot testing, and (5) make final materials selection on the basis of results of analyses and pilot testing.

Suggested Steps:

1. Using the brainstorm technique described in Activity 6, have the group list all criteria that are important in selecting curriculum materials. This list might include such factors as:

a. Sequential skill development.
b. Appropriate readability level.
c. Multicultural emphasis.
d. Student activity emphasis.
e. Incorporation of conceptual approach.
f. Emphasis on inquiry methods.
g. Variety of instructional settings for each concept.
h. Valuing activities at each grade level.
i. Chronological sequence where appropriate.
j. Interdisciplinary approach in dealing with social science.
k. Technology support.
l. Sturdy binding.

Your list should reflect your own rationale, objectives, and content decisions in addition to any other consideration deemed important. Be sure to consider teacher, school, and community needs in addition to student needs.

2. Ask group members to do a forced ranking of the agreed-upon criteria to get some idea of the priorities assigned to each. The top three or four criteria can be used to prescreen materials that will be evaluated by the group.

3. Several activities must occur before the next planning meeting: obtaining materials for review, prescreening the materials, and developing or adapting an evaluation instrument. These tasks may be undertaken by individuals or subcommittees of the planning group. Each task is described briefly below.

a. Several strategies can be used to identify materials to be considered. Publishers' catalogs can be scanned (see Appendix A for the names and addresses of social studies materials publishers); ads and reviews in professional journals can be examined; exhibit booths at professional meetings can be visited; and textbook review publications analyzed.

Write to publishers or contact their local representatives, requesting sample copies of the materials. Be sure you get *all* the components—student materials, teacher materials, tests, workbooks, technology/audiovisual materials. Various components frequently differ in quality, so it is important to look at all the pieces of a materials package, not just the student text.

b. Materials received should be prescreened to determine if they meet the most important criteria determined in step 2 above. This step will significantly reduce the analysis task faced

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by the planning group. If you have decided to pilot test materials, ask the publishers of materials that "survive" the prescreening if they will provide pilot test copies.

c. Many materials analysis instruments exist, but one will most likely need to be adapted to fit your criteria. Handouts 26-31 provide forms and background that may be useful in this process. It will be helpful to have a detailed analysis form for individuals to complete, as well as a summary form on which results of all analyses can be recorded.

4. Plan a half-day workshop to introduce planners to the skills and procedures used in analyzing materials. You may wish to invite only members of your social studies curriculum committee or you may want to expand the committee to include department heads, representatives from each school, administrators, content experts, students, parents, representatives of special-interest groups (for example, ethnic groups or women's groups), and specialists in such areas as remedial reading.

5. Conduct the workshop. A suggested agenda, along with the approximate time required for each activity, is presented below.

a. Introduction: Explain the purpose of the workshop and the need for acquiring selection skills (10 min.).

b. Opening task: Divide the participants into groups of three or four and ask each small group to examine one piece of curriculum material. On the basis of this brief examination, each group should list from two to five of the most-distinctive characteristics of its sample materials. Ask the groups to post their lists on sheets of newsprint when they have finished (30 min.).

c. Involve the whole group in a discussion of the commonalities and differences evident in the lists. Encourage the group to sort these into general categories of characteristics that can be evaluated (20 min.).

d. Distribute copies of the analysis instrument to be used and allow participants time to look it over. Explain that information about the sample materials will be recorded on this form during the workshop, and that some participants will be using the same form to analyze the materials after the workshop. Go over the form in enough detail so participants understand how the form embodies the criteria your group established (30 min.).

e. Ask participants to reassemble into their original groups of three or four. Assign each member of the small groups to "specialize" in one of the criteria and examine the sample materials on that criterion. Allow time for the individuals to make their assessments and share information with their group members. The results of the analyses should be recorded on the analysis form (45 min.).

f. Spend a few minutes talking to the group about such special issues as readability (see Handout 28), sexism (Handout 29), and ethnic bias (Handout 30). Allow time for participants to examine their sample materials in light of these factors (30 min.). Note that while we do not recommend the use of readability formulas, readability analysis is available on the "Gram-

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matik" feature of most current word processing programs. In addition, the Fry Readability Graph can be downloaded at http://www.capecod.net/schrockguide/fry/fry.htm.

g. Distribute the materials summary form to be used and ask each small group to fill it out as completely as possible on the basis of the analyses performed thus far. Participants should refer to the posted lists of distinctive characteristics as well as to their handout sheets. Allow time for answering questions about sections of the analysis form that were not dealt with directly during the workshop session (30 min.).

h. Explain that an extensive analysis of all the potentially appropriate curriculum materials will be performed later by a smaller working group, using the criteria developed and analysis forms presented in the workshop. You may want to appoint the working group at this time, or to ask for additional volunteers if the core group has already been appointed. If not all of the workshop participants are members of the planning committee, you might want to determine whether the workshop group wants to reconvene for the purpose of examining the materials that are eventually selected, either before or after they are pilot tested. In any case, this workshop activity should be concluded by an explanation of how, and by whom, curriculum materials will finally be selected.

6. Because the organization of the actual analysis of materials will necessarily depend on available personnel and funds and on the number of materials packages included in the analysis, we cannot recommend a standard procedure. However, we do make the following suggestions:

a. Each set of materials should be analyzed by at least two persons—preferably three—working separately. This increases the reliability of the analysis.

b. Each component at every grade level should be examined. Different authors may write at different reading levels for the same grade, and a multiple-author text or text series is likely to contain a variety of approaches and reading levels. Moreover, such components as teacher's guides, tests, workbooks, and audiovisual materials often are developed by someone other than the author of the text. So take a careful look at *everything* in the package.

c. The persons who have completed the analysis of each materials package should work together to prepare the summary form.

d. A useful option is to have a broader base of teachers, administrators, and community members (including content experts) do written analyses of curriculum materials being considered for adoption. Given time constraints, extensive and thorough analysis may not be possible. However, interested individuals can provide useful information related to possible materials. In some school districts, materials are circulated to schools, and faculty members, administrators, and community persons are given opportunities to review the materials. To obtain results that are manageable, an easy-to-use analysis form should be filled out by anyone analyzing materials.

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7. When all analyses and summaries are compiete. final selection should be made by a designated individual or committee. If you pilot test the materials, the results of these tests should be added to the summary analyses.

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MATERIALS ANALYSIS FORM

General Instructions

For the most part, no narrative is required. Most of the items require a check (✓) answer; a few require numerical ratings. At the end of each section a space has been left for you to extend or explain any answer in that section.

Several items have "scored" ratings, based on a rating of "0" for none, "1" for poor, "2" for average, and "3" for excellent. If the item does not apply to the materials, write "NA." At the end of the instrument is a form for recording the ratings on these items.

Three sections (4c, 5c, and 6a) will require different treatment, depending on the kind of textbook and/or program being analyzed. If the program is in secondary social studies, *all* of the subpoints in 4c may apply. If a government, economics, or sociology textbook is being analyzed, only one may be appropriate. In all instances, you should rate only those items that apply to the materials. If you are analyzing an elementary text, you may wish to add objectives under "other."

Section 5c should not be rated unless you are familiar with a particular school's content focus. This is a school decision.

Name of Analyst_____ Date of Analysis_____

Title of Materials_____

Publisher_____

Name and Title of Author(s)_____

_____

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1. Product Data

Provide specific answers for each of the following:

a. Components: (You may wish to attach list with prices. Note date of catalog.)

_____

_____

b. Grade level: Publisher's assessment_____

Analyst's assessment_____

c. Reading level: Publisher's assessment_____

Narrative_____

Primary sources_____

Other factors of note_____

d. Publication date and edition_____

e. Time required_____

f. Field tested ___Yes ___No

If yes, are results available? ___Yes ___No

Source_____

g. Number of pages_____

h. Student text binding: Hardcover_____ Rating: 1h

Papercover_____

Other_____

i. Need for teacher training recommended by analyst:

_____ Little or none _____Some _____Much

Comments on Section 1:

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2. Support Materials

a. Teacher's guide (Rating should be based on analyst's judgment of comprehensive, helpfulness, and usefulness.) Rating: 2a

_____ Guide _____ Annotated edition

b. Tests _____Yes _____No

If yes, complete the following: Rating: 2b

Format of tests:

_____Copy masters
_____In teacher's guide
_____On disk
_____Other (specify)_____

Type of items:

	Mainly high level	Mainly low level	Balance of high and low levels
_____Cognitive	_____	_____	_____
_____Affective	_____	_____	_____
_____Skill	_____	_____	_____

Are tests related to objectives? _____Yes _____No

c. Workbooks _____Yes _____No Rating: 2c

If yes, complete the following:

_____Required _____Reinforcement _____Student-directed
_____Optional _____Enrichment _____Teacher-directed

d. Audiovisual materials _____Yes _____No Rating: 2d

If yes, refer to catalog listing for type and description.

e. Technology Support _____Yes _____No Rating: 2e

If yes, refer to catalog listing for type and description.

Comments on Section 2:

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3. Student Text Format

Indicate the extent of use of the following items: Rating: 3 ☐

a. Body-of-book format

Item	Little or no use	Moderate use	Extensive use	
Advance organizers				Chapters Units
Review questions				Chapters Units
Tests				Chapters Units
Extending activities				Chapters Units
Illustrations				Chapters Units
Maps				Chapters Units
Charts				Chapters Units
Photographs				Chapters Units
Art reproductions				Chapters Units
Glossary of terms				Chapters Units

b. End-of-book format

Item	Little or no use	Moderate use	Extensive use	
Bibliography				
Comprehensive index				
Glossary of terms				

Comments on Section 3:

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4. Objectives

Indicate "yes" or "no" for each item.

a. General _____Yes _____No

Cognitive _____Yes _____No
Affective _____Yes _____No
Skill _____Yes _____No

Are evaluative measures based on general objectives? _____Yes _____No

b. Specific _____Yes _____No

Behavioral _____Yes _____No
Cognitive _____Yes _____No
Affective _____Yes _____No
Skill _____Yes _____No

Are evaluative measures based on specific objectives? _____Yes _____No

c. Do the objectives conform to the goals and objectives of the school in the following categories?

Rating: 4c

Self-concept _____Yes _____No
Social studies skills _____Yes _____No
Economics _____Yes _____No
Geography _____Yes _____No
Political science/government _____Yes _____No
Sociology/anthropology _____Yes _____No
History/culture _____Yes _____No
Other _____ _____Yes _____No
_____ _____Yes _____No
_____ _____Yes _____No

Comments on Section 4:

5. Content

Note specific answers to each of the following:

a. What is the content approach (conceptual, social sciences, affective domain, other)?

_____

_____

_____

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b. What is the specific subject matter focus of the text?

_____

_____

_____

c. Does the content focus conform to the emphasis(ses) of your school? Rating: 5c

_____Yes _____ No

Comments on Section 5:

6. Special Content Considerations

a. Inclusion of minority contributions (note particularly Native Americans, Mexican role in the Southwest, African Americans other than Civil War and slavery) Rating: 6a

_____Poor _____Average _____Excellent

b. Possible areas of controversy (list):_____

_____

_____

c. Sex stereotyping Rating: 6c

_____None _____Some _____Much

If any, give specific examples:_____

_____

_____

d. Race/ethnic stereotyping Rating: 6d

_____None _____Some _____Much

If any, give specific examples: _____

_____

_____

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e. Use of primary source documents

_____None _____Some _____Much

Rating: 6e

If some or much, describe briefly how primary source documents are used.

_____

_____

_____

f. Declaration of Independence (if appropriate)

_____Yes _____No _____Annotated

U.S. Constitution (if appropriate)

_____Yes _____no _____Annotated

g. Other (specify)

_____

_____

Comments on Section 6:

7. Teaching Strategies

If there is more than one answer, rank according to the order of importance.

Rating: 7a

a. Major teaching strategies (discussion, lecture, inquiry)

_____

_____

_____

b. Major student involvement activities (discussion, listening, writing, reading)

Rating: 7b

_____

_____

_____

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c. Do the strategies provide opportunities for individualization?

_____Yes _____Some _____No

Rating: 7c

d. Do the strategies provide opportunities for active student involvement?

_____Yes _____Some _____No

Rating: 7d

Comments on Section 7:

8. Distinguishing Characteristics

Note emphasis on inquiry, skills, in-depth treatment of selected topics (as opposed to superficial coverage of many topics).

_____

_____

_____

_____

_____

_____

Comments on Section 8:

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9. Rating (0=none; 1=poor; 2=average; 3=excellent)

Item	1h	2a	2b	2c	2d	2e	3	4c
Rating								

Item	5c	6a	6c	6d	6e	7a	7b	7c
Rating								

Comments on Section 9:

10. Evaluative Statement

Write a short (one or two paragraphs) statement describing your judgment of the material. You should be sure to specify your criteria for evaluation. Please use a separate piece of paper for the evaluative statement.

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ABBREVIATED MATERIALS ANALYSIS FORM

This analysis system was designed to assist those involved in assessing materials appropriate for the district social studies program. Ratings on the criteria listed are as follows: 1-Does not meet criteria; 2-Partially meets criteria; 3-Mostly meets criteria; 4-Fully meets criteria; N/A-Criteria not applicable for grade level.

Name of Analyst_____

Materials Title_____

Publisher_____

Copyright Date_____

Grade Level (according to publisher)_____

1. Readability of Student Materials

a. Publisher's assessment_____

b. Analyst's assessment_____

	1	2	3	4	N/A
2. Physical Characteristics					
a. General attractiveness					
b. Durability					
c. Print/photograph/art/graphic/color quality					
3. Rationale and Objectives					
a. Degree to which text rationale meets district rationale					
b. Degree to which knowledge objectives meet district knowledge objectives					
c. Degree to which skill objectives meet district skill objectives					
d. Degree to which attitude objectives meet district attitude objectives					
4. Content					
a. Appropriate to district scope and sequence					
b. Appropriateness of cognitive content					
c. Appropriateness of skill content					
d. Appropriateness of affective content					
e. Free of bias (religious, sex, political, ethnic)					

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	1	2	3	4	N/A
5. Instructional Characteristics					
a. Variety of learning activities					
b. Consideration of student developmental levels					
c. Appropriateness of learning activities					
6. Teacher Materials					
a. Ease of use					
b. Preparation time					
c. Organization					
d. Completeness					
e. Use of references					
f. Evaluation procedures available					
7. Other Considerations					
a. Unit/chapter organization (introduction, summary, etc.)					
b. Format (table of contents, glossary, index, bibliography)					
c. Use of primary source materials					
d. Writing style					
e. Availability of supplementary materials					
f. Technology support					

8. Distinguishing Characteristics

_____

_____

_____

9. Overall Evaluative Comments

_____

_____

_____

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READABILITY

Many characteristics of a written work affect students' ability to read and learn from that work. In recent years, both educators and publishers have relied heavily on readability formulas to determine whether a work was appropriate for a given grade level. Reliance on these formulas, which combine measures of sentence length or complexity with word difficulty or familiarity, have resulted in unnaturally written texts in which transitions, connectors, and explanatory material have been deleted to control the readability level. The result has too often been texts that are difficult to comprehend despite their controlled reading level.

Consequently, we would not recommend relying on readability formulas, but instead examining such factors as those described below.

Content Presentation

1. Content should be presented in a systematic way that is apparent to the reader. Titles or headings can be useful in signaling this structure. The structure should ideally have some relationship to the way thinking is structured in the discipline being presented.

2. The number of new ideas introduced in any narrative passage is an important factor. If many new ideas are presented in a relatively short passage, that passage will be more difficult for students to read. Connections should be made between new material and what has previously been learned.

3. Adequate explanations should be given for new concepts or generalizations. Detail should be appropriate but not overwhelming. Similarly, examples should be of adequate number and varied types.

4. Figurative language and word choice in general should be appropriate for readers. Prose should be clear but lively.

5. The discipline being covered should be presented as a process, involving readers in the process, not just in reading about it. The ways in which scholars in the disciplines analyze information should be presented in an appropriate manner, and readers should be given opportunities to use those analysis skills.

6. Passages that address issues that spark student interest are more likely to be read. Consequently, texts that avoid controversy should be avoided.

Metadiscourse

Metadiscourse refers to the author's interpersonal relationship with the reader. Metadiscourse has been neglected in many texts, although attending to the interpersonal relationship

This handout is based, in part, on "Rhetorical Form, Selection and Use of Textbooks," by Avon Crismore in *Language, Authority, and Criticism: Readings on the School Textbook*, edited by Suzanne de Castell, Allan Luke, and Carmen Luke (Philadelphia, PA: Falmer Press, 1989).

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between author and reader can make information easier to understand. Some factors to look for are described below:

1. An explanation of the plan of a chapter or unit is helpful to students in directing their reading. Similarly, a description of the way in which the author will develop the ideas to be covered is also helpful.

2. The topic being discussed should be explicitly stated. Shifts in the topic should also be made obvious.

3. If the author justifies the significance of central ideas to students, they will be more likely to understand why those topics are being treated.

4. The author's evaluations of various ideas presented will not only make the author and the material seem more "lively" or "alive" but encourage students to make their own evaluations.

5. Reviews of material are also helpful.

Format/Design

1. The amount of print on a page affects readability. A great deal of print per page can make a book difficult and intimidating for students to read. The publisher must make trade-offs in determining how much print to place on each page; the publisher who opts for comprehensive coverage of content or tight control on costs may sacrifice general attractiveness and reading ease. Thus, the amount of print on a page may be a clue to the publisher's general philosophy.

2. Print size varies somewhat from text to text. The amount of leading (white space) placed between lines varies more substantially and can affect reading ease and general appearance of the text.

3. Text that runs into the gutter of a book makes reading more difficult.

4. Most texts are presented in a single- or double-column format. Single columns that are too wide, double columns separated by a narrow margin, and triple columns can have a negative effect on readers who have difficulty tracking.

5. Use of color enhances the general attractiveness of the text, making it more appealing to students. High contrast between the print and paper also eases reading. Print placed over photographs or on colored paper may be difficult for some students to read.

6. Graphics and pictures will aid students in reading if the illustrations are tied to the narrative, reinforcing or supplementing the narrative message in some way. Placement of illustrations is also important. Graphics that break up a passage are not helpful. Illustrations placed at the beginning or end of a passage or used to divide sections will be helpful to students if used in instruction.

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SUGGESTED CRITERIA FOR EVALUATING SOCIAL STUDIES MATERIALS FOR SEXISM

1. Do females appear as frequently as males?

2. Is sexist language used?

Sexist	Preferred
Man	People, persons
He	He/she or they…them or one
Caveman, businessman, chairman, congressman	Cave people; business people or business person; chairperson or chair; congressperson, representative, or legislator
Woman doctor, woman lawyer	Doctor, lawyer

3. Are females portrayed in a limited and stereotyped manner? Watch for the following characteristics:

   a. Uncreative and unimaginative (after all, how many female geniuses are there?).

   b. Helpless, dependent on men.

   c. Fearful, worrisome, overemotional.

   d. Vain, preoccupied by clothes, appearance, romance.

   e. Inactive, unathletic, weak.

   f. Secondary to men, or as their accoutrements. (One text reads, "Pioneers brought their wives and children West." How would it sound if it were "The pioneers brought their *husbands* and children West"? How often do you read "The man and wife"…not "The woman and husband"…?)

   g. Less bright, especially in science and math.

   h. Ridiculous (recall the stereotype of the old-maid schoolteacher).

   i. Tricky, sneaky, mean, nasty (the witch, the bitch, the neurotic wife or career woman, etc.).

4. Are females relegated to passive background roles rather than assigned active leading positions?

This list of criteria was adapted from Marjorie Stern, ed., "Changing Sexist Practices in the Classroom," in *Women in Education* (Washington: American Federation of Teachers, AFL-CIO, n.d.) and was based in part on Mary McEvoy Daum's "A Study in Sexism" in *Children's Catalog*, Easy Books (University of Minnesota, July 1972).

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5. Are females alone depicted as nurturant and domestic?

6. Is the viewer/reader given the impression that interesting, acceptable, or achievement-oriented females are the *exception*?

7. Are employed women pictured in low-status positions or in positions subordinate to men (always the secretary, never the boss)?

8. Are people shown solely in traditional roles and lifestyles? (Women as housewives, mothers, teachers of young children, nurses, secretaries; men as breadwinners who seldom engage in indoor housework or child care. Are all adults married? Are any single-parent families shown?)

9. Are adjectives describing familial status or physical appearance used more often to describe women than men? (All the attractive blonds seem to be female; we always know if someone is a mother, but we're seldom aware of who is the father.)

10. Are females pictured as engaged in activity or as merely watching males perform?

11. Are most women pictured at home, doing housework and wearing aprons? (One seldom sees a woman driving a car in books for young children!)

12. Are traditional "female" values, such as concern for people, sympathy, and gentleness, given as much respect and attention as the traditionally "masculine" values of competition, strength, and bravery? Are both kinds of values offered as appropriate to all people?

13. Are women insulted by patronizing phrases or outright put-downs (e.g., the adjective "shrill" to describe a voice or "promiscuous" to describe female sexual behavior)? Are adult women called "girls," implying that they haven't grown up?

14. Are female children pictured as smaller than males, and are females generally in the background?

15. Are comments about women's contributions to history integrated throughout the material?

16. Are woman's suffrage and other women's movements given adequate—and respectful—coverage?

17. Is history written solely in terms of wars, or does the material include information about domestic life, social welfare, education, and other areas where women have made significant impact?

18. Does personification of inanimate objects and animals involve the female as frequently as the male, and without traditional stereotypes?

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SUGGESTED CRITERIA FOR EVALUATING SOCIAL STUDIES MATERIALS FOR ETHNIC BIAS

1. Is the material educationally sound?
    a. Is the author's rationale clear and appropriate?
    b. Are cognitive and affective objectives made clear, and are they appropriate?
    c. Are teaching models and strategies clearly defined, and are they appropriate?
2. Is the material adaptable to your situation?
    a. Is the material appropriate for your class composition?
    b. Is the material appropriate for the community in which your school is located?
    c. If used separately, will the materials present a balanced view of ethnic groups?
3. How sound is the ethnic content of the materials?
    a. Do the materials show and discuss different ethnic groups relating to each other, or are groups shown in isolation?
    b. Do the materials show actual examples of the language or dialect of the ethnic group?
    c. How accurate are the historical facts presented in the materials?
    d. Do major omissions distort the historical accuracy of the materials?
    e. How free of bias is the overall content of the materials?
    f. To what extent do the materials stereotype members of the ethnic group?
    g. Do the materials portray a diversity of lifestyles within the ethnic group?
    h. Is the ethnic group presented from only one viewpoint or from many points of view?
    i. To what extent do the materials portray the influence of the ethnic group on life in the United States?
    j. Do the materials emphasize the ethnic group's heroes to the exclusion of its other members?
    k. To what extent do the materials promote student understanding of the universality of human joys and problem?
    l. To what extent do the materials promote the concept of assimilation (groups "melting" together in society until they become indistinguishable)?

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m. To what extent do the materials promote the concept of ethnic pluralism (groups living together in harmony and mutual respect while maintaining separate identities)?

n. To what extent do the materials promote student appreciation of all ethnic groups?

4. How good are the materials, overall?

a. In general, how sound is the content of these materials?

b. In general, how innovative are these materials?

c. In general, of what quality is the physical and technical presentation of the materials?

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MATERIALS SUMMARY

Title of Materials_____

Publisher_____

Subject Area_____
(Social studies, U.S. history, American government, legal education, area studies, etc.)

Grade Level(s)
K___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___

Components
Hardcover texts_____ Softcover texts_____ Teacher's guide_____
Workbooks_____ Texts_____ Audiovisual materials_____
Other_____

Overall Reading Level
At grade level_____ Above grade level_____ Below grade level_____

Cost Per Pupil
Essential components_____ All components_____

Developer's General Rationale or Major Goal_____
_____
_____

Program Objectives
Cognitive_____ Affective_____ Skill_____

Content Approach (elementary)
Conceptual_____ Discipline-based_____
Affective_____ Other_____

Concept Approach (secondary)

U.S. History
Chronological_____ Thematic_____ Topical_____ Other_____

U.S. Government
Structural/legal_____ Behavioral_____ Other_____

Subject Focus
K-1_____ 7_____
2_____ 8_____
3_____ 9_____
4_____ 10_____
5_____ 11_____
6_____ 12_____

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Major Teaching Strategy_____

_____

Extent of Teacher Materials

Detailed____ Minimal____

Major Student Involvement_____

Inclusion of Individualizing Activities/Components

Yes____ No____

Ethnic/Minority Dimensions Appropriate to District Population and Learning Goals

Yes____ No____

Explain:

Representation of Sexes Appropriate to District Learning Goals

Yes____ No____

Explain:

Program Strengths

Program Weaknesses

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9. PLANNING EVALUATION

By James E. Davis, Sharryl Davis, Barbara Miller, and Laurel Singleton
Prepared by James E. Davis

Background Notes

Evaluation planning is an integral and ongoing component of curriculum planning. Evaluation planning is twofold: (1) planning to evaluate the entire program and (2) planning for student assessment. This section includes activities that address these two planning functions. The first activity challenges the planning group to design an overall curriculum evaluation and address priorities for program evaluation. The second activity offers an opportunity to committee members to sort out the meaning of the recent language used in student assessment. The third activity engages committee members in constructing an authentic assessment task. Note that Appendix B includes ideas and examples that can be used for teacher-created test development.

To serve as a program improvement tool, a program evaluation plan needs to provide some assessment of the extent to which all aspects of the program are successful. A sound program evaluation plan should be able to determine the strengths and weaknesses of a program and to suggest opportunities for program improvement. A program evaluation plan should not be viewed as a mechanism for identifying who is not doing a good job (unfortunately, however, it often is), but as a tool for helping educators do an even better job.

A major function of a program evaluation plan is to demonstrate to a variety of school patron groups the effectiveness of the instructional program. An effective program evaluation plan displays many of the following characteristics:

- It is intended to be shared with school patron groups.
- It is based on clearly stated, specific objectives.
- It is continuous and cumulative, with records kept by administrators, teachers, and students.
- It includes as many objective methods of evaluation as possible.
- It includes subjective results (observations, case studies, diaries, student portfolios) that can be used to support objective results.
- It is carried on daily through informal methods and at predetermined intervals with formal instrumentation.
- It includes frequent planning by teachers and administrators for using results effectively.
- It is as free of race/class/ethnic bias as possible.
- It includes controlled experimentation to the extent possible in a school setting.
- It involves students and parents in a spirit of instructional improvement.

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During the early 1990s, new and exciting ideas emerged concerning good instruction and accompanying student assessment. These ideas have grown, as they often do in education, into a new literature on assessment. The "new" thinking has focused on alternative assessment; other terms used have been "authentic," "holistic," "performance," and "outcome-based." Briefly stated, alternative assessment reflects sound instruction. Students are given tasks that are worthwhile, significant, and meaningful. In their design, the tasks are educational, engaging, often reflect real-life, and result in some kind of student product or performance. In their structure, the tasks often demand student collaboration and offer some student choice. The student evaluation criteria are known to students before they engage in the task. Students are graded on shared and clearly stated performance standards, and students are encouraged to assess their own work. The card sort in the second activity, "A Guide to Alternative Assessment," is designed to help committee members make sense of the language that has accompanied the growth of assessment literature. (You will need to create the card sets.)

The third activity in this section consists of a reading and an adult task to demonstrate how an alternative (or authentic) assessment task could be presented. The reading, "Designing an Authentic Assessment Task and Scoring Rubric," comes from the volume *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education* by Barbara Miller and Laurel Singleton, published in 1997 by the Social Science Education Consortium (SSEC). The task, "Planning a Museum Display," was developed by Sharryl Davis. As the planning committee leadership person, you are free to modify and/or adapt the ideas in the reading and the task to your own needs, depending on how far you wish to pursue planning and implementation of alternative assessment.

In addition to the SSEC volume cited above, the following are useful references to assist with learning about and planning for alternative assessment:

Hart, Diane, *Authentic Assessment: A Handbook for Educators* (Menlo Park, CA: Addison-Wesley Publishing Company, 1994).

Herman, Joan L., Pamela R. Aschbacher, and Lynn Winters, *A Practical Guide to Alternative Assessment* (Alexandria, VA: Association for Supervision and Curriculum Development, 1992).

Newmann, Fred M., and Gary G. Wehlage, "Five Standards of Authentic Instruction," *Educational Leadership* 50, no. 7 (April 1993), pp. 8-12.

Newmann, Fred M., Walter Secada, and Gary G. Wehlage, *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring* (Madison, WI: Wisconsin Center for Educational Research, 1995).

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Conducting the Activity:
Planning for Program Evaluation

Materials Needed: Sufficient copies of Handouts 32 and 33; newsprint, marking pens, and masking tape.

Activity Objectives: Participants should be able to (1) determine what program evaluation information should be collected, (2) decide how the information will be collected, (3) decide what will be done with collected information, and (4) set evaluation priorities.

Suggested Steps:

1. Review with the planning group the general characteristics of program evaluation, using the **Background Notes** or other district/school evaluation guidelines.

2. Distribute Handout 32. Allow time for reading and discussion.

3. Distribute Handout 33. (You might also wish to post a newsprint copy of the matrix in order to collect ideas from the planning group.) Ask participants to fill in the handout as completely as they can. Here are some examples you might suggest:

Sources	What Info?	How?	What Done?
Students	Standardized Tests	Adm. in Spring	Report to counselors and parents
Teachers	Survey Forms (specify criteria)	Adm. in Dec. and May	Report in writing to all
Building Adm.	Observations (specify criteria)	Written diaries	Report to planning committee
Parents	Survey (specify criteria)	Sample telephone survey	Summary report to committee and board

4. Announce that because all sources of information cannot be tapped, some priorities must be set. Ask the planning group to discuss what the evaluation priorities should be, keeping in mind that the program is new. Decide on the priorities and proceed with detailed planning. Planning should address: (1) instrumentation design; (2) research design, if needed; (3) timing; (4) data analysis procedures; (5) report preparation; (6) reporting; and (7) making modifications based on the evaluation. **Note:** The bottom line in program evaluation is "If you are not going to use the results, don't gather the data."

5. Curriculum planners may feel that we have omitted an important aspect of evaluation—assessing student performance. We have indeed placed a lower priority on this aspect of program evaluation than on other aspects. We need to keep in mind that teachers will be using new materials. They will be dealing with new program ideas and the attendant problems of

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implementing a new program. In our judgment, evaluating aspects of how the program is working (e.g., usefulness of new materials, perceived administrative support) is more important for the first year or so than evaluating student performance. Until teachers become thoroughly familiar with the new curriculum plan, testing student performance is not likely to be a good measure of program workability.

Conducting the Activity: A Guide to Alternative Assessment

Materials Needed: Enough 3" x 5" cards to make a 17-card set for each group of three or four participants; one copy of Handout 34 per participant.

Preparation: Write or type the following terms on the cards (one term per card): Presentations, Alternative Assessment, Discussions, Conference Records, Outcome-Based Assessment, Performances, Developmental Checklist, Writing Samples ((Portfolios), Performance Assessment, Concept Mapping, Enhanced Multiple Choice, Authentic Assessment, Standardized Testing, Observations, Tests, Holistic Assessment, Accountability.

Activity Objectives: Participants should be able to: (1) learn the terms used in alternative assessment, (2) identify a structure in which to place the terms, and (3) determine how alternative assessment language will be used in your school/district.

Suggested Steps:

1. Organize the larger groups into subgroups of three or four and distribute one set of cards to each subgroup.

2. Refer to the **Background Notes** above and use them as appropriate, emphasizing the need to make sense of the "new" language of student assessment. Set the task as follows: "Sort the cards into a structure that makes sense to your group. Choose a spokesperson to explain how you arrived at your decision."

3. Before distributing Handout 34, have each subgroup report back to the larger group on the results of their card sort.

4. To move toward some decisions on how you will deal with assessment in your school/district, distribute Handout 34 and allow for some reading time. Be sure to emphasize that the structure presented on the first page of the handout is only one structure of many possible structures. However, it is clear that the major concept is accountability with two ways to reach it—through alternative assessment and standardized testing. There are different terms you can use for alternative assessment. The remaining terms are sources of information (data) to reach an alternative assessment goal.

5. After reviewing the assessment primer, you may wish to create a subcommittee to recommend to the larger group how you will use the assessment language in your school/dis-

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trict. Note that the third page of Handout 34 includes some useful lists of ideas for assessment tasks that teachers can create for students.

Conducting the Activity: Planning a Museum Display

Materials Needed: Sufficient copies of Handouts 35 and 36, depending on how you decide to proceed.

Activity Objectives: Participants should be able to (1) explain the steps in creating a authentic assessment task, (2) write a workable scoring rubric, and (3) gain practice in applying the learnings from objectives (1) and (2).

Suggested Steps:

1. You may feel that this activity is not necessarily useful in the overall planning process and that more extensive inservice is needed on alternative assessment. If this is the case, you may wish to distribute Handout 35 for information and discussion. If you decide to proceed with the activity, proceed following the steps suggested below.

2. Following the reading of "Designing an Authentic Assessment Task and Scoring Rubric," discuss the steps in both sections of the reading. You may wish to summarize on poster paper the five steps in the section on creating an authentic assessment task and the key ideas in creating a rubric. Once you are confident that the group can apply the learning in the reading, distribute Handout 36, "Planning a Museum Display."

3. You can proceed in two ways with Handout 36. You can actually have small groups begin the task or you can have small groups critique and improve the task.

4. Refer to the evaluation criteria and scoring rubric on the handout. Do these seem appropriate? If not, why not? If so, how well did participants do with their task?

5. With the committee, discuss and plan how you will implement alternative assessment in your school/district.

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PLANNING FOR PROGRAM EVALUATION

Planning for effective program evaluation requires that (1) the goals of the program have been decided upon and (2) the means by which program goals will be attained have been selected. Once the rationale, goals, and student outcomes have been selected, course content has been chosen, and curriculum materials have been identified and selected, the purposes of program evaluation can be defined. What areas are of most concern? On what aspects of the program should data be collected? What will be done with the findings? To whom will the findings be presented?

This handout raises a series of questions that can help program planners decide on the most appropriate plans for evaluating a new social studies program. The handout suggests some concerns of teachers, school officials, and parents.

Teachers

Teachers may have several reasons for evaluating the program. One concern may be the appropriateness of the program goals, another the usefulness of the selected curriculum materials in helping students learn. Teachers may also want to compare the results of the new program with the results of similar programs in other parts of the state or nation. Questions that might be of interest are:

1. Are the objectives for my course of study appropriate?
2. Can my students attain the student outcomes?
3. How useful are the selected materials in helping students learn?
4. What training do I need in order to best use new materials?
5. What kinds of support do I need in order to effectively carry out the program?

School Officials

A comprehensive evaluation of the social studies program should reveal not only strengths but also areas for improvements. Questions that school officials might ask are:

1. What are the strengths and weaknesses of the social studies program?
2. Is the current social studies program achieving districtwide goals and objectives?
3. What types of changes and/or experimentations should be conducted to improve the instructional program?
4. What are the educational gains of our students as compared to those of students in other districts?
5. What are the strengths and weaknesses of the social studies teachers?

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6. What inservice programs appear to be needed?

Parents

As long as school is seen as a means of advancement or as a way of securing a place in society and as long as parents have hopes and fears for their children, parents will be concerned about children's educational progress. A school evaluation program should, therefore, involve parents in the process as educational partners. Questions that parents might ask are:

1. How good is the local social studies program?
2. Are students gaining in skills and knowledge as a result of the program?
3. Are the different educational needs of all students being met by the program?
4. Are teachers trying different methods of teaching to meet the needs of the students?
5. Are the evaluation data used to help the students progress in the instructional program?
6. How can the evaluation data be used by parents to help teachers help students?

Many individuals and groups have a legitimate interest in how students are progressing and in what kind of job the schools are doing in meeting the educational needs of students. It is important for social studies educators to remember that the purpose of program evaluation is to provide feedback and guidance to the whole educational process at every level.

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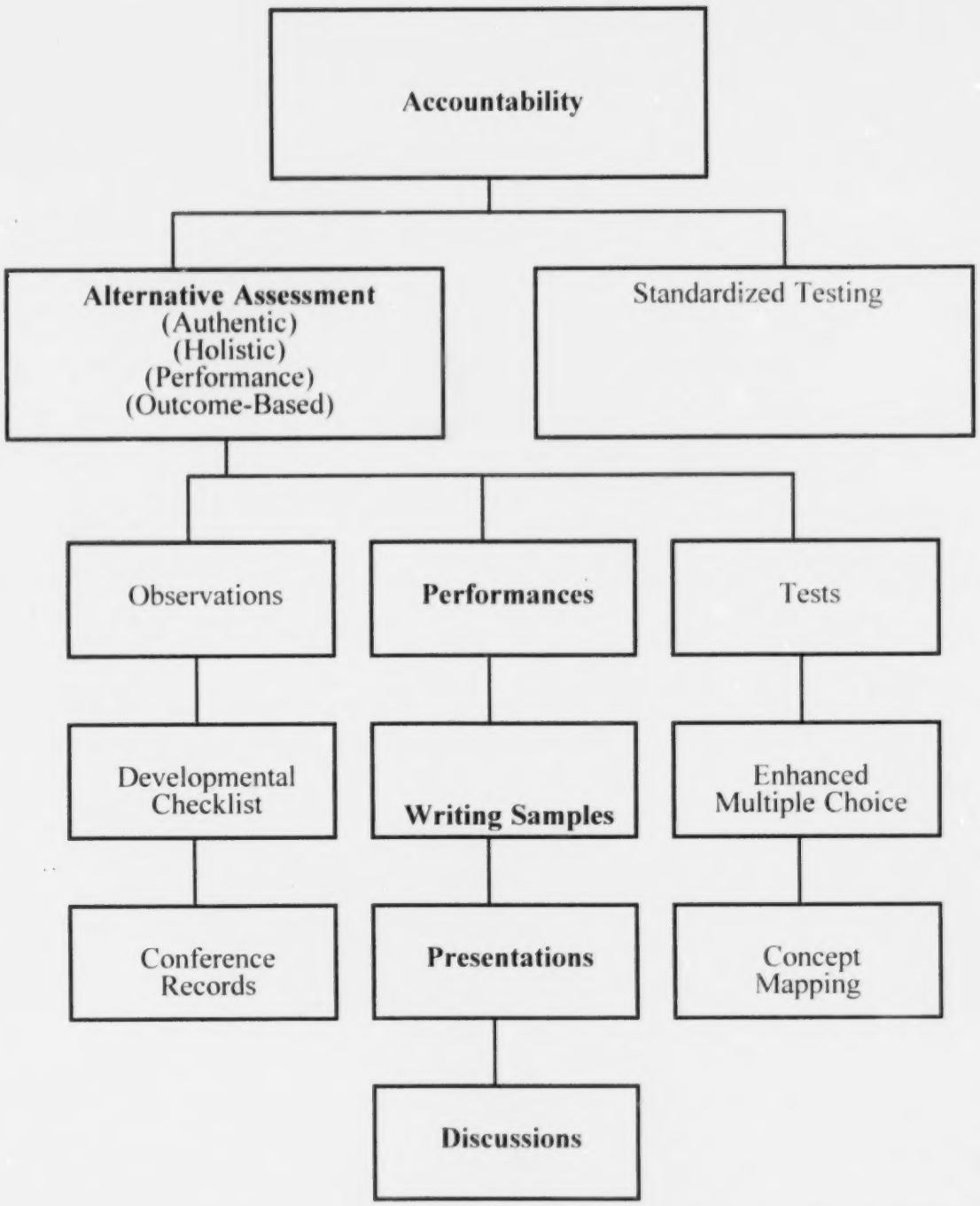
PRIORITIES FOR PROGRAM EVALUATION

Sources of Information	What Information Will Be Obtained?	How Will Information Be Obtained?	What Will Be Done With Collected Information?
Students			
Teachers			
Building Administrators			
Building Support Staff (e.g., Counselors)			
Central Office Staff (identify)			
School Board Members			
Parents			
Other (e.g., Outside Expert Obervers)			

A GUIDE TO ALTERNATIVE ASSESSMENT



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An Assessment Primer

Accountability: The extent to which one is held responsible for one's actions or performance. In education, this has come to mean the demand that schools account for money spent on education by providing evidence of student learning and achievement.

Alternative assessment: A range of assessment methods designed to take the place of or to supplement standardized tests.

Assessment: The process of gathering and organizing data—often quantitative in nature and based on testing—to fulfill a variety of evaluation needs.

Authentic assessment: Assessment that both mirrors and measures students' performance in "real-life" tasks and situations. For example, if we want students to communicate effectively in writing, the authentic way to assess them is to evaluate actual samples of their writing.

Concept mapping: An assessment technique based on clustering that is used to determine how well students understand concepts and relationships between concepts.

Conference recording form: A form used to guide student interviews and conferences. Generally, the interview sheet consists of a list of questions to be asked by the teacher with space for recording the student's responses.

Developmental checklist: A listing of the traits or behaviors a teacher should be watching for while observing students.

Enhanced multiple-choice question: A multiple-choice question that has been enhanced, or improved, to make it more than a passive-recall test item. Such questions may ask students to interpret a primary source, to classify works of art, to draw inferences from a map, or to justify their choice in a short written response.

Evaluation: The process of interpreting or making judgments about assessment data to determine the extent to which students are achieving instructional objectives.

Holistic assessment: See Authentic assessment.

Observations: The sort of information that teachers note in their everyday work with students. Observation data may be recorded in rating forms, checklists, student profiles, narrative descriptions, and anecdotal records.

Outcome-based assessment: Assessment that is designed to "test the objectives." Instead of emphasizing what a student has not mastered, outcome-based assessment generally emphasizes what a student has learned.

Performance assessment: Direct, systematic observation and assessment based on student performances or performance samples and established performance criteria.

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Performance samples: Tangible documents or artifacts that carry the stamp of student accomplishments.

Performance tasks: Tasks given to students to assess their ability to achieve desired outcomes. Such tasks may vary from short test-like items to complex projects that extend over a considerable length. Performance tasks may be more or less "authentic" insofar as they simulate real-life challenges and problems.

Portfolio: A file, folder, computer disk, or box containing information and work samples that document a student's growth and accomplishments over time.

Rubric: An established set of criteria for scoring or rating students' tests, portfolios, or performances.

Scored discussion: A small group discussion on a specified topic in which the participants are awarded points for positive contributions, such as asking a clarifying question, and lose points for negative behaviors, such as monopolizing the conversation.

Standardized tests: Mass-produced, machine-scored tests designed to measure skills and knowledge that are assumed to be taught in a reasonably standardized way.

Test: A measuring instrument for assessing and documenting student learning. The traditional test is a single-occasion, one-dimensional, timed exercise.

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Examples of Activities that Can Be Used for Alternative Assessment

WRITING	SPEAKING	ART/GRAPHIC	SURVEYING
Letters	Interviews	Posters	Rank Ordering
Diaries	Mock TV Productions	Political Cartoons	Public Opinion Polls
Pamphlets	Public Service Announcements	Advertisements	Questionnaires
Slogans	Debates	Scrapbooks	Surveys
Essays	Role Plays	Brochures	Taking a Stand
Short Stories	Mock Elections	Directories	
Poetry	Mock Mediations	Games	
Reports	Forums	Graphic Organizers	
Proposals	Mock Conventions	Storyboards	
Resumes	Fireside Chats	Currency	
Editorials	Storytelling	Magazines	
Marketing Plans	Deliberate Discussions	Newspapers	
Handbooks	Brainstorms	Memorials	
Budgets		Logos	
Codes		Pictographs	
Contracts		Murals	
Articles			
Legislation			

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DESIGNING AN AUTHENTIC ASSESSMENT TASK AND SCORING RUBRIC*

Authentic tasks combine three essential components: **knowledge, higher order thinking,** and **student production**, all of which must be present in any given task or assessment. When students are asked to engage in higher level thinking about important concepts, and to display this thinking in realistic, high quality products and performances, they truly have the opportunity to integrate knowledge and so become increasingly sophisticated in their understandings about the people and the world around them.

For many teachers, the most logical starting point for developing an authentic assessment task is to adapt a lesson currently being taught. We therefore begin with a case study of a teacher who did exactly that. We then describe processes for constructing assessment tasks and developing scoring rubrics.

Case Study: Turning Points for Equality

Visitors to Campus Middle School in Cherry Creek (CO) pass through a gallery of student-created posters (enlargements of magazine pages) with the theme "Turning Points for Equality." The walls of the commons are lined with the illustrated stories of Dred Scott, Alan Bakke, the Montgomery Bus Boycott, John and Mary Beth Tinker, and Homer Plessy. Visitors to the school as well as students and teachers learn some of the important stories of U.S. citizens and the quest for equal rights.

It is not unusual for people who see the exhibit to ask the students' teacher, Jackie Johnson, "How do you get this level of work from students?" Jackie thinks that some of her success is explained by emphasizing content within engaging, creative assignments. For her, this means that the assessments as well as the lessons must be worthy of the students' best efforts.

Jackie's experience in transforming a successful lesson into a performance task by developing and testing a scoring rubric is presented here for your analysis. "Turning Points for Equality" (see Figure 1) is a lesson in which she sets high expectations for understanding content, thinking deeply, and creatively presenting information. She cautions that the lesson and her assessments are "works in progress."

Here are questions that Jackie has asked and answered as part of the process of improving a lesson using principles of authentic assessment.

1. *My first step was taking time to ask: Does this lesson result in something that I (and others) really value?*

*Adapted from *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education*, Chapter 3, by Barbara Miller and Laurel R. Singleton (Boulder, CO: Social Science Education Consortium, 1997)

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TITLE: SEARCHING FOR EQUALITY

(Adapted from Barbara Miller and Jim Giese, "Searching for Equality," *Update on Law-Related Education*. Chicago: American Bar Association, Spring 1987, pp. 28-29.)

THEME: Organization of societies

FOCUS QUESTION: What are the democratic values on which our political system is based?

PURPOSE OF ACTIVITY: This lesson provides an historical context for looking at the evolution of equality as a democratic value in American law and society. Students research selected gains and setbacks in the movement toward equal rights and opportunities for various groups of Americans. To show their research, students create posters that include: (1) the most relevant information about their event; and (2) an analysis of the importance of their event in achieving fairer treatment for various groups of Americans. To culminate the lesson, students select 10 important turning points from their poster gallery that they feel were most critical in expanding constitutional protections and defining equality in American law and society.

LITERATURE/MATERIALS: Library resources, history textbooks, poster paper, markers

PROCEDURE FOR LESSON:

1. If students have studied the Constitutional period, review the qualifications for full citizenship in 1787—white, male, Christian, property owners, over 21 years of age. Next, ask students to identify groups of Americans who were excluded from the Constitutional protections in 1787.
2. Ask students to quickly brainstorm words that come to mind when they hear the word "equality."
3. Explain to students that they will conduct research that will "tell the story" of various groups of Americans identified as being excluded from full citizenship rights—equal treatment—at the time our government was established. Through very hard work over long periods of time, these groups have gained rights and privileges that others have probably taken for granted.
4. Students will assume roles of editors for a special edition of a national newsmagazine. They will develop and design pages (enlarged to poster size for this assignment) that feature turning points in the movement toward equality in our history. Distribute accompanying handout, "Turning Points for Equality: Individual Research Poster Projects."
5. Allow one or two class periods for library research. Students should create a rough draft of their posters (words, illustrations) before beginning final project. Students should complete the poster as a homework assignment.
6. Display completed posters in chronological order. Next, students should prepare and present a short speech to teach the rest of the class about each event. Direct students to include the following information in their oral reports:
   - Describe the event.
   - Did this event result in more (or fewer) rights for more people?
   - What strategies have groups used in achieving fairer treatment in American law and society?
   - How, if at all, did the event change our definition of the word equality?
7. After student demonstrations, ask students to examine all posters for the methods various groups of Americans have used to achieve fairer treatment: new laws, amendments to the Constitution, Supreme Court decisions, and protests—that have led to new laws.
8. Next, explain to students that they must select the 10 most significant "turning points" toward equality. As they view their "poster gallery," students should consider how our society might be different if this event had not occurred.
9. Try to reach a general class consensus on the 10 most significant turning points. To close this lesson, ask students how current issues of inequality are similar to or different from those they have studied during this lesson. What groups today are seeking fairer treatment in American law and society? Are we satisfied with what has been accomplished? Do we need to continue enlarging the definition of equality?

TURNING POINTS FOR EQUALITY
INDIVIDUAL RESEARCH POSTER PROJECTS

As you know, many groups of Americans were excluded from the protections of the Constitution at various points in our history. At the time of the ratification of the Constitution and the Bill of Rights, equal rights was a limited concept that applied only to white Christian males over the age of 21 who owned property. In this short research project, you will tell the story of the gains and setbacks in achieving equality for all Americans.

Consider yourselves the editors of a major newsmagazine preparing an issue on turning points in our history having to do with the value of equality. You will develop and design a publication poster featuring an event listed below. Think of this poster as an enlargement of a magazine page. Each of you will research something different, so it is very important that your information is accurate.

In doing your research, find answers to the following questions: (1) Describe who (groups), what, when, and where. (2) Did this event result in more (or fewer) rights for more people? (3) What strategy was used in this event? (4) How, if at all, did this event change our definition of the word equality (progress, setback, broaden, etc.)?

Grading: Refer to the rubric for grading criteria. Grades will be based on accuracy of information, creativity, grammar, spelling errors, evidence of good planning, and of ocurse, overall neatness. *Since this is a very important grade, you need to show me a rough draft of your paragraph and illustration before you receive the paper for your final project. Do not attempt to complete this project without me!*

1	1776: Declaration of Independence	18	1955: Montgomery Bus Boycott
2	1971: Bill of Rights (ratification)	19	1960-61: Freedom Rides
3	1836: Trail of Tears	20	1962: Gideon vs. Wainright
4	1850: Fugitive Slave Law	21	1963: March on Washington
5	1852: Uncle Tom's Cabin	22	1964: Civil Rights Act
6	1857: Dred Scott Decision	23	1965: Voting Rights Act
7	1863: Emancipation Proclamation	24	1966: Miranda vs. Arizona
8	1865: Thirteenth Amendment	25	1967: In Re Gault
9	1868: Fourteenth Amendment	26	1968: Civil Rights Law
10	1870: Fifteenth Amendment	27	1969: Tinker vs. Des Moines
11	approx. 1876 on: Jim Crow Laws	28	1971: Twenty-Sixth Amendment
12	1896: Plessy vs. Ferguson	29	Title 9 Legislation (girls' sports programs)
13	1920: Nineteenth Amendment		
14	1924: National Origins Quota Act	30	1920 and 1981: Equal Rights Amendment
15	1935: Social Security Act		
16	1942: Executive Order 9066	31	1988: Civil Liberties Act
17	1954: Brown vs. Board of Education	32	1991: Disabled Americans Act

PERFORMANCE ASSESSMENT
SEARCHING FOR EQUALITY POSTERS

IMPORTANT: Grades will be based on the criteria listed below. Make sure you read and understand each of the criteria.

1. Historical accuracy of description of event and its causes(s)

___ **Advanced:** Who, what, when, and where are stated in historical context, relevant groups(s) affected are identified, relevant details are included
___ **Proficient:** Who, what, when, where stated in minimal historical context
___ **Basic:** Missing one—who, what, when, or where; poster has some inaccuracies
___ **Pre-Basic:** Minimal information, incomplete information

Comments:

2. Clarity of writing and analysis

___ **Advanced:** Event is characterized as a setback or progress toward equality, analysis is supported by reasons, connections to present are made, correct spelling, correct punctuation
___ **Proficient:** Event is characterized as a setback or progress toward equality, few reasons to support analysis are given, no connection to the present is made, some grammar errors
___ **Basic:** Minimal analysis, writing is unclear; writing doesn't convey thesis clearly
___ **Pre-Basic:** Little writing, no analysis, incomplete, thesis is unclear

Comments:

3. Neatness and creativity

___ **Advanced:** Shows much evidence of planning—centered titles, borders, uses symbols to convey ideas, main idea is easily understood by viewer
___ **Proficient:** Poster is somewhat "cluttered", some evidence of planning
___ **Basic:** Mistakes not corrected, poster is very "cluttered", no evidence of planning is apparent
___ **Pre-Basic:** Incomplete poster, hastily put together, sloppy

Comments:

4. Personal reflection

___ **Advanced:** Takes and communicates a clear position reflecting on the importance of fairness and equality in society, statement builds upon analysis
___ **Proficient:** Personal reflection is obvious, but does not flow from analysis
___ **Basic:** Personal reflection is not obvious and is not related to analysis
___ **Pre-Basic:** No personal statement given

Comments:

Figure 1. Jackie Johnson's "Turning Points for Equality" lesson plan and rubric.

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My reason for putting a great deal of effort into "turning points" is giving students a big picture of the evolution of equal rights. Equality is an important and complex concept—particularly as it is linked to the Constitution. I want my students to look at this concept in a historical context by comparing many events and seeing the setbacks as well as the leaps forward. I strive for depth as well as a big picture. Thus, I asked students to research one event. I believe that, through the poster-making experience and the interaction and reflection that follows, the vast majority of my students absorb a great deal of content in a short period of time. I hope this lesson has a personal impact on them. I believe that they should see the evolution for equal rights as a continuing and ambiguous struggle. I do not want them to take equality for granted. Their generation faces difficult issues. I hope that as a result of this lesson, students can make more meaning of current issues regarding equal rights and be analytical about stories they watch on the 6:00 news.

2. Does this task require students to use both knowledge and higher order thinking?

I selected the poster over an essay as an appropriate task because of the type of thinking that students would be asked to do. For many of my students, writing a research paper would be easier—even a "no brainer" because they would simply summarize lots of information. In contrast, the poster requires them to do the same amount of research and then make decisions about what is most *important. The poster requires narrowing, selecting nuggets, sorting, and stating a complex idea simply and in a way that people understand and want to know more.*

Because some students have the attitude that a poster assignment is "fun and games," I structure the activity carefully to prevent sloppy work and to let them know that I will be looking for evidence of intellectual rigor. They need to know that this is not just a grade—but an important one. The rubric lets students and parents know that the exercise involves intellectual rigor—understanding of the legal reasoning underlying the cases, understanding of precedent, and developing an understanding of how an issue appeared to people living at another point in time.

3. In what ways is a poster assignment an authentic task?

This seems like authentic work to me. Not only do we as citizens need to evaluate the information that we get through sound bites and headlines, we often need to communicate through brochures and flyers in our work. I think that the process of choosing a topic and then teaching others through work they have done on their own contributes to making this authentic.

4. How do I want to define quality?

For me, the process of developing a scoring rubric is one way of answering questions about quality. My starting point for developing assessment criteria was to think carefully about what quality looks like related to the evidence of thinking and understanding. I then laid out student work from previous years and solicited help from a colleague with background in assessment. We placed the posters in the four categories that designate levels of achievement in my district—exemplary, proficient, basic, and pre-basic. Starting with those of

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highest quality, we generated a list of qualities that separated the best from the others. A long list resulted. The qualities most connected to the purpose of the activity were organized into four categories: historical accuracy, clarity of writing, neatness and creativity, and personal reflection. We then moved to the other three piles of posters. They were compared and qualities generated that were parallel to those in each of the four categories. This process took a couple of hours. Unfortunately, the criteria that are easiest to write are also among the least important.

5. *How can this scoring rubric be understood and useful to my students? How can I present it without limiting their creativity?*

I introduced the assignment by asking students to look at samples of posters that I saved from previous years to understand how evidence of understanding, thinking, creativity, and reflection was reflected in work of other students. They analyzed equality through these samples and through original research and poster development. With guidance from me and the librarian, students completed rough draft sketches and wording on notebook paper. The scoring criteria were used again as we talked about their plans. It is at this point that I become the coach and ask questions—"You've got a hole here" or "Some essential information has fallen through the cracks"—and provide feedback "You've written too much and much of it is irrelevant....What is your priority in telling others this story?" Some students did a better job of integrating my coaching advice into their posters. The revision process is an area that we should place more value on and give students more practice—particularly if we want them to value what we are teaching.

6. *How will I translate information from the assessment into grades?*

I graded student posters giving letter grades (A corresponding to exemplary, B to proficient, C to basic). Students with pre-basic were expected to revise their assignment. Rarely does a student do work that is consistently at one level—so I look at the range of levels across criteria and then average across traits to come up with a letter grade. In giving grades I give equal weight to content, thinking, format, and reflection. Every student gets comments in addition to the ratings.

Using the rubric makes grading more efficient and clearer to the student. I've found that fewer students want to negotiate for a higher grade because they understand what they need to do for the higher grade.

I find that I'm more likely to give lower grades using a scoring rubric. Without it, I have more opportunity to "give the benefit of the doubt" or give credit for effort.

Constructing an Authentic Assessment or Task

Jackie Johnson's story illustrates well how deciding to assess a lesson more authentically causes a teacher to reexamine her goals and instructional methods as well. Her story also demonstrates how you, as a teacher interested in similar improvements in assessment, might begin transforming a lesson into an authentic assessment task or designing a new assessment

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Planning Worksheet
Describe the task you have in mind.
What is the important content students will need to use in the assessment? If this content does not match your course's essential learnings or the task does not require use of knowledge, make revisions.
What higher order thinking skills will students need to use in the assessment? If these skills do not match your course's essential learnings or the task does not require use of higher order thinking, make revisions.
How will students use the knowledge and skills above? What form of discourse, product, or performance will they produce? Does this product represent authentic, real-world use of knowledge and skills? Does the task allow all students to demonstrate use of knowledge and skills? If not, make revisions.
Write the prompt or assignment for students.

Figure 2. Worksheet for building authentic assessments.

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task. The subsections below provide a more structured view of the process. Figure 2 provides a worksheet that may be useful in working through these steps.

While the process appears to be very linear as we have described it, in practice it is not, as teachers go back to "earlier" steps and revise and refine their thinking as they work on developing the assessment task.

Step One: Briefly describe the task.

A teacher who has gone through the process of linking outcomes with instruction and assessment will have outlined possible assessment tasks. The first step in further developing these ideas into usable assessment tasks is to choose a task for a particular unit of instruction and briefly describe the task. This may be a task the teacher already uses in instruction but has not assessed, such as Jackie's poster assignment. Jackie's description of her task might be as follows:

Students will create posters on turning points in the struggle for equality in U.S. society. The posters will tell about the events, explain whether the event resulted in more or fewer rights for people, describe the strategy used in the event, and explain how the event changed our definition of the word equality.

Alternatively, the assessment activity may be a totally new task. For example, a teacher may have realized in linking outcomes with instruction and assessment that understanding how policy is formed is an important outcome of the class to which considerable instructional time is devoted. However, that outcome has not been assessed. Thus, the teacher is thinking about using a simulated congressional hearing activity as an assessment of this outcome.

Step Two: Identify the important knowledge students will use in the task.

Given the time that authentic assessments generally require to both develop and use, each such assessment should assess students' understanding of **essential** concepts or generalizations and their ability to use that knowledge in a real-world task. For example, the generalization underlying Jackie's civil rights lesson is essential to understanding the political systems that organize life in the world today. It could be stated as:

The American political system is constructed upon democratic ideals and values; however, progress towards realizing these ideals for every group is many times unequal and slow.

In identifying the knowledge students will use in the task, teachers may uncover several different kinds of problems with their tasks. First, they may find that the task does not really address knowledge they have identified as essential to their courses. Second, they may find that the task does not require **use** of the knowledge, simply permitting students to reproduce information for teacher approval. Third, they may find that while they believe the task requires the use of knowledge, they cannot adequately assess the level of understanding from the product produced.

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Step Three: Identify higher order thinking skills students will use.

Cognitive psychologists have established that learning occurs when new knowledge is meaningfully integrated and connected to prior understandings. Opportunities for students to analyze, compare, make decisions, or use other higher order processes allow the new information "to take hold," eliminating the need for constant reteaching and enabling students to be more sophisticated in their understanding.

Several higher order processes are evident in Jackie's lesson:

Students will practice ***decision making*** *as they decide whether an event is a gain or setback to equality and construct support for their decision. They will* ***take and support a personal position*** *regarding the importance of fairness and equality. Finally, they will connect the event to the present.*

Step Four: Describe in detail the student products or performances.

This step involves designing, in detail, a task that will provide evidence that students have met your instructional goals. A question or task that students perceive as a meaningful challenge will result in more thoughtful work. Through production of discourse, products, or performances, students can more easily relate their formal education to the world around them and practice skills that are needed throughout their lives. Engaging students in production also allows the teacher to offer coaching and feedback that is more helpful to a student than merely a percentage on a test. A well-written rubric is a necessary tool, along with a well-thought-out instructional plan and appropriate practice activities.

In Jackie's lesson, students know from the beginning of the unit that they will be constructing a poster. The poster will reveal their conceptual and factual knowledge, their complex thinking, and their creativity and writing ability. They also know the specific expectations in advance due to the rubric.

In describing the task students will complete in detail, teachers may find that the task, while engaging and fun, is not authentic because the product has no real audience beyond the classroom and its production does not represent real-world use of knowledge and skills. They may also find that ancillary skills irrelevant to the focus of the assessment interfere with students' ability to do well on the assessment.

A teacher may also find that a task, while authentic, does not allow **all** students to demonstrate their use of the targeted knowledge and skills. For example, a teacher who uses mock trials to assess students' understanding of the criminal justice system and their ability to take and defend a position may realize that only some of the students are actually able to demonstrate their achievement of these outcomes. Students taking the roles of bailiff and witnesses may be limited in their ability to demonstrate knowledge and skills. Thus, a teacher may opt to make various revisions in their use of the mock trial task—by following the trial with a writing assignment, by having all students serve on juries and using the jury deliberations as the basis of the assessment, etc.

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Step Five: Develop the actual prompt or assignment for use with students.

Using all of the ideas and refinements produced in the previous steps, the teacher is now ready to develop the actual prompt or assignment for use with students. The assignment should be clear, so that students know what is expected and how to proceed with their work. In order to be sure that the prompt is clear, we recommend asking a colleague to review any prompt or assignment prior to its first use.

You might ask your colleague to evaluate the task by answering such questions as:

- In what ways is this task authentic? How does it relate to citizenship activities in the "real world"? Could it be modified to be more authentic?
- Does the task address important law-related or citizenship learning outcomes?
- Might the task be biased toward any group? Are there obstacles that would keep some students from showing what they know and can do?
- Are there elements of the task that are irrelevant to the content or skill being assessed?
- Is the task feasible? Do you have suggestions for making the task more user-friendly?
- Is the task easily understood by students? By other teachers? For example, could you use the task in your classroom without additional explanation?

Writing a Workable Scoring Rubric

At this point, you might be asking yourself: Exactly what is a rubric? A rubric is a scoring guide used to evaluate student work and to define and differentiate among different levels of performance. A rubric is also a tool for giving students better feedback on their work and how to improve it.

Of course, a rubric is not the only type of scoring tool that teachers can use. Checklists can be useful in assessing daily work or "smaller" assessment tasks. In a checklist, the teacher identifies characteristics that she/he is looking for in the work (e.g., takes a position, supports the position using information from the readings, connects the issue to a constitutional question) and simply checks whether each characteristic is present in a student's work. Rating scales, which identify different levels of performance (e.g., excellent writer, competent writer, novice writer) without fully describing them, can also be useful, especially if examples of student work at each level are provided with the rating scale. Rubrics, however, provide the most information to students, helping them understand where they currently are performing and how to improve to the next level.

A typical rubric includes:

- Several dimensions of performance to be assessed. In Jackie's rubric, these dimensions were historical accuracy, clarity of writing and analysis, neatness and creativity, and personal reflection.

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- A scale indicating levels of performance. In Jackie's case, the levels of performance are exemplary, proficient, basic, and pre-basic. Often the levels of performance are given numeric equivalents.
- Descriptions of each level of performance. A trait-specific rubric provides descriptions of each level of performance for each dimension of performance. The teacher gives separate scores on each dimension. A holistic rubric provides descriptions for each level of performance that incorporate all the dimensions, and the teacher assigns only one score to the work.

The time spent writing a rubric is usually well spent for several reasons. First, it forces a teacher to thoroughly plan both the instruction and the student performance in advance. In the rubric, the teacher clearly communicates in writing the expectations and criteria that will be used, thus focusing the instruction. Teachers will usually not invest the time in this planning and writing without a significant piece of content that they are targeting; learning, instruction, and assessment therefore become bound together in an integrated, meaningful lesson.

A rubric also allows for more meaningful and constructive feedback that better reflects how people learn and mature. Most people have areas that they excel in and those they need to improve; a rubric gives realistic feedback, against a set of criteria, thus enabling the student to focus on the specifics that need to be corrected and to become aware of their strengths. Ideals of continuous progress and student responsibility fit much better with rubric evaluation, as opposed to curves or percentiles. A rubric format is shown to the right.

Criteria	**Levels of Performance**			
	Novice	Meets Standard	Exceeds Standard	Exemplary
Content Mastery				
Critical Thinking				
Effective Presentation				

Rubric development is a process. Begin by deciding on the criteria you will use to score student performances or products. What dimensions of the performance will you assess—mastery of content? clarity of analysis? critical thinking? ability to support a position? Be specific as to what knowledge and/or behaviors will be assessed. **Avoid** laundry lists of criteria; two to four per rubric is usually enough for students to address. Pick dimensions of performance that are necessary for students to master if they are to achieve your outcome.

One expert suggests asking the following questions as a way of evaluating whether you have identified the most important criteria:

- Could a student do well on these criteria and still not have achieved your intended outcome?
- Could a student fail to meet these criteria but still achieve the objective or outcome?

If the answer to either question is yes, the criteria (or task) need some revision.

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Next, determine the levels of performance that will be used to describe students' performance. Some districts, like Jackie's, have established a certain number of levels of performance that teachers are to use. Other teachers have flexibility in determining whether to establish three, four, five, or even more levels. It is difficult to say what the "ideal" number of points on the scale is. The number should be large enough so that feedback given using the rubric is useful to students, but small enough to be reliable and manageable. Usually, four or five levels of performance are sufficient. It seems to be useful to have the lowest level reflect some reasonable effort at the task and to have another category for "no attempt." The highest level should describe exemplary performance.

Next, fill in the cells of the rubric by describing the desired product or performance using observable behaviors or characteristics. Write the proficient level first. Then write parallel items for each criterion at each level of achievement. Student work or real-life exemplars are useful in developing the descriptions.

In writing the descriptions of the various levels of performance, focus on what is desired, not on what is missing. For example, it is preferable to say "the writing contains serious mechanical errors" rather than "the student does not proofread writing."

Try to describe clear differences in performance without relying on adverbs and adjectives. For example, "the student expresses ideas that reflect information from a variety of sources" is preferable to "the student uses information from several sources and combines it well." Also try to avoid using norm-referenced language (e.g., average, above average). To be instructional, a rubric must describe what good work is like in a way that helps students improve; terms like *average* only communicate that the work is about like the work of most other students. Also to be avoided are value-laden terms like *good* and *bad*. If you find yourself using these words, think about the consequences of the characteristic of the work you are describing as bad, for example, and describe those consequences. It is more helpful to the student to know that "points do not follow a logical sequence so that the reader has difficulty understanding the writer's argument" than that "the paper is poorly organized."

Remember, too, that rubrics are designed to assess the quality of work, not the quantity.

Teachers may struggle with how high to "set the bar" when they define what constitutes exemplary performance. Using the track and field analogy, they may ask whether exemplary should represent a good performance at a local meet, a state championship, or an Olympic gold medal. Many teachers may opt for the first option, defining exemplary performance as being A work; often, this level is attainable by many students.

Clear, concise differences in performance are often hard to describe. This is why it is easier to develop a rubric if you use samples of student work, as Jackie did. The descriptions of performance should be clear enough to allow the evaluator (whether you, another teacher, an aide) and students to discriminate between levels of performance. Samples of student work at each level of performance are called anchors. Many teachers provide students with anchors to introduce the criteria. Some teachers have found it useful to create versions of rubrics in student language ("I used an analogy...").

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As with any assessment tool you have developed, we recommend asking a colleague to review your rubric and provide feedback on clarity, the extent to which the descriptors allow you to discriminate between levels of performance, the usefulness of the rubric to students in planning and improving their work, and the like. Be prepared to rework rubrics, two or three times at least, before expecting them to work well. Figure 3 is a worksheet you may find useful in the rubric development process.

Rubrics raise many issues that teachers must think through. Some of these issues are discussed briefly below.

Quantity vs. Quality

Many teachers feel more comfortable evaluating with numbers rather than descriptors, feeling that quantifying scores is less "subjective." Deciding on a number still can be very arbitrary, and if the number is based on the quantity of the student's work, can reward students for mindless quantity and penalize the student who, for example, expresses a position well using fewer words or fewer sources, but with a few more mechanical errors. Unless quantity is important in demonstrating achievement of an important outcome, it should not be a primary determinant of how well students are doing.

Validity vs. Reliability

Validity and reliability are terms that are often heard when assessment and testing are discussed. Validity refers to the extent to which a test or assessment measures what it purports to measure. Authentic assessments have often been said to have face validity—that is, on their face, they measure what they set out to measure. This claim masks the fact that for rubrics to be valid, they must accurately identify the important criteria and specifically describe levels of performance on those criteria. An authentic assessment, like any assessment, must be well constructed in order to be valid.

Remember: Rubric development is a continuous process. You will continue refining your rubrics as you use them.

Reliability refers to the extent to which an assessment will give the same score, either when scored by more than one person or when completed at two different times. Rubrics have been demonstrated to be quite reliable, especially when written to match specific tasks and when used by trained evaluators in blind scoring tasks. In developing a rubric, you may find that you are tempted to describe levels of performance in terms of quantity or to include trivial criteria in order to make the rubrics more reliable; resist this temptation!

Comparison vs. Criterion

Criterion scoring means that student performance will be evaluated in terms of criteria rather than in comparison to other students. Be prepared for situations in which many or most students receive low scores. Students are so accustomed to the lowering of expectations that even hard-working achievers won't believe that you are going to apply a rubric as written the

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Rubric Development Worksheet

What task will this rubric be used to assess?

What criteria will you use to evaluate student work? That is, what dimensions of performance will be assessed?

Describe the levels of performance. For a trait-specific rubric, provide descriptions of each level for each trait. For a holistic rubric, provide descriptions for each level that incorporate all the dimensions.

Performance Continuum ↑

Level	
4	Exemplary
3	Proficient (standard)
2	Beginner
1	Novice
NS	Non-Scorable

Figure 3. Typical rubric development model.

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first time. If the teacher is persistent and fair, student performance will improve with the use of rubrics. Rubrics should never be used in a high stakes situation unless all students have had significant experience with rubric scoring and practice on the important criteria for the performance. Social studies departments may have an interest in practicing scoring work using the same rubric so that they are working with students on similar standards.

Holistic vs. Trait-Specific Rubrics

In developing rubrics, teachers must consider whether a holistic or trait-specific rubric is most useful. A holistic rubric describes an entire performance while a trait-specific rubric evaluates the individual components of the performance. A holistic rubric can be less reliable; even with good descriptions, complex performances or products offer infinite variety. Trait rubrics can become too specific and ignore the strength of an entire performance or product; they are, however, more reliable and provide students with more precise diagnostic information. A workable compromise can be the use of more than one rubric. For example, students could be scored on one rubric for their writing skill and on a totally separate one for their use of sources or computer skills.

Student Involvement

Students can fill an important role in the development of rubrics. Their involvement can enhance both the language of the rubric and students' motivation to perform. One approach is to have a conversation with students in which they analyze exemplary products or performances. The teacher might ask "What are the attributes of powerful debate? What should a top score look like?" Students could also analyze less effective examples to determine intermediate points.

Instructional Implications

The use of authentic assessments and rubrics requires the teacher to acquire a solid base of instructional strategies and an understanding of alternative assessment. Students need to have experience and practice with all the important components of an assessment. Thus, teachers must carefully analyze each task and determine what they must teach in order for students to perform well. For example, in Jackie's lesson, in addition to content, students need (1) practice with the steps of decision making, (2) review on summarizing information, (3) review of grammar/spelling/punctuation expectations, and (4) samples of products that represent expectations related to neatness and creativity.

Frequently, teachers provide instruction on the content related to a task but fail to acquaint students with the type of thinking involved. Complex thinking models can be difficult, and students need organizers and practice opportunities before being evaluated. Also, students need practice and feedback about other skills involved in the authentic task, whether they be collaborative work, oral speaking, or computer production skills. Such techniques as observation checklists, response journals, and conferences can be essential tools for providing such feedback. They can also be useful in gathering information to "validate" student performance.

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PLANNING A MUSEUM DISPLAY

The 1960s was a time of great turmoil and change. Headlines from the decade included names and events such as:

John F. Kennedy **Space Program** **Freedom Riders** **Counterculture**

Berlin Wall **School Integration** **Peace Corps** **Bay of Pigs**

Martin Luther King, Jr. **Lyndon Johnson** **Vietnam** **Black Power**

Sit-Ins **Cuban Missile Crisis** **Great Society** **Richard Nixon**

Imagine that a federal commission is building a museum to help young people today understand the changes that took place in the 1960s. The commission has appointed you to the planning committee.

Work in a group with other committee members to plan a five-room museum exhibit. Each room will be devoted to one topic or theme that is central to understanding the 1960s. Decide what you will display in each room to demonstrate its theme. Consider artifacts, documents, photographs, paintings, maps, sounds, music, models, interactive exhibits, and dioramas.

For your committee report, prepare the following:

1. A general floor plan for the museum.
2. A theme statement for each room.
3. A room-by-room list of exemplary items or exhibits.
4. A close-up plan of one room showing where and how the items will be displayed.

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Evaluation Criteria for Planning Museum Displays

1. Completing the Task

- Floor plan must have 5 rooms, each based on one theme.
- Each room's plan must include a list of displays and a theme statement.

2. Knowing History

- Room displays must be based on historically accurate information.
- Theme statements must reflect an accurate analysis of historical events and trends.

3. Thinking Critically

- Theme statements must be based on a logical classification of ideas, events, people, and places.
- Information presented in the exhibits must reflect reasonable conclusions based on information about the 1960s.

4. Communicating Ideas

- Floor plans must be readily understood by viewers.
- The themes must be clear and convincing to viewers.
- The displays must be attractive, creative, instructive, and varied.

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Scoring Rubric for Planning Museum Displays

4 Exemplary Response

- Shows more than 5 rooms.
- Reflects thought about how the pattern of movement from room to room will affect the impact of the exhibit.
- For each room there is a detailed list of displayed items, grouped to show relationships, and a theme statement.
- Plans include vivid written and illustrative information about the displays.

3 Good Response

- Floor plan shows 5 or more rooms and reflects thought about the relationship between the rooms.
- For each room there is a list of displayed items, which may be grouped to show relationships, and a theme statement.
- Plans show where objects are placed and how they will be displayed.

2 Adequate Response

- Includes a floor plan with 5 rooms
- For each room there is a brief list of displayed items, a simple scheme for displaying the items, and a statement of the subject of the room.

1 Poor Response

- Some elements of the project—floor plan with five rooms, list of items on display, plan for displaying the items, topic or theme statement for each room—are incomplete or missing.

0 No Response

No or inappropriate response

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10. INSTALLING AND MAINTAINING THE PROGRAM

By Laurel Singleton and Gerald Marker
Revised by James E. Davis

Background Notes

By this stage in the curriculum planning process, you have completed all the dimensions of the social studies curriculum plan. Without doubt, the process has been an extraordinary amount of work. There have been many conflicts that have been resolved. Certainly, the committee is proud of its work. Yet, a major undertaking is about to begin—implementing school district change. Implementing change is just as difficult, if not more difficult, than planning and producing a new curriculum plan. Yet, a new curriculum plan will only gather dust if plans for implementation are not carefully thought through.

The fact that your social studies curriculum was developed by the very people who will implement it is an asset in terms of installing the program. Educators are fond of talking about how teachers should take into account the individual differences of students. This is not bad advice to curriculum planners as they seek to put a new program into operation. However, there is much more to the change process than taking individual differences into account. Implementing educational change is a complex social process. There is no one way to go about it. Recognized expert on educational change, Michael Fullan, states the matter this way, "...educational change is a learning experience for the adults involved (teachers, administrators, parents, etc.) as well as for children....The simple implementation question is: 'What types of things would have changed if an innovation or reform were to become fully implemented?'" (in *The New Meaning of Educational Change*, New York: Teachers College Press, 1991, p. 66).

This section includes a series of activities designed to help the planning group learn about the characteristics of educational change, become aware of administrator/teacher concerns, and develop a thoughtful plan of action. First planning committee members assess the district climate for change based on nine characteristics developed by Fullan. They then look at the stages of concern a teacher goes through in implementing a new program. Keeping the newly learned information at the forefront, the committee works toward developing a plan of action for implementation of the new curriculum plan. Finally, the activity sequence offers additional information that can be used to conduct inservice training, plan program maintenance activities, and link with the community. You are encouraged to review the activity sequence carefully with the view toward allowing ample committee time for implementation planning.

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Conducting the Activity

Materials Needed: Sufficient copies of Handouts 37-44; ten 3 x 5 note cards for each participant; ample posting paper, marking pens, and tape.

Activities Objectives: Participants should be able to (1) assess the local district climate for implementing the curriculum change; (2) describe the key features of the new social studies program, particularly how the program differs from the current program; (3) analyze the forces that are likely to impinge on the installation and maintenance of the new social studies program; and (4) develop a detailed plan to install the program.

Suggested Steps:

1. Provide an overview to the series of activities in this section, emphasizing the information in the **Background Notes** as well as any important local information you think is needed by the planning group.

2. Distribute Handout 37, "Implementing Educational Change," and allow each participant plenty of time to complete the information asked for in the handout. When participants have completed the handout, form small groups to discuss results. Each small group should post their major consensus responses to each of the nine district characteristics. When the small groups have completed their work, conduct a whole group session to reach consensus on the characteristics. Be sure to spend sufficient time on the statement of the implementation goal so that all are in agreement. Doing this is critical to developing a final action plan.

3. Distribute Handout 38, "Stages of Concern in Implementing a New Program," and have participants take time to read it carefully. As they read, participants should note the concerns they think are likely to occur and identify possible interventions they believe would be useful. Conduct a discussion with the whole group on the concerns handout, posting those concerns that appear to be most likely to occur in your district.

4. With the information generated in items 2 and 3 above, the committee is ready to embark on developing specific plan(s) for implementation of the social studies curriculum. Announce that a critical step in installing the program is agreeing on the key components of the change and how to communicate those components. The group should be able to describe the new program's goals and attributes, particularly the major differences between the former program and the new program.

5. Divide the group into groups of three or four, perhaps by grade-level clusters. Ask each subgroup to identify three or four key elements of the new social studies program. These elements may include objectives from national standards documents, new materials, instructional strategies and accompanying assessment activities, content focus, and interdisciplinary opportunities. Based on their key elements, each group should develop a brief agreed-upon description of the program in operational terms; that is, how the program will actually operate in a school and/or classroom. Allow time for the subgroups to report back to the larger group, sharing their key elements and descriptions. It is critical for you to help the larger group agree

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on the key elements of the program and how they can best be described for teachers and others. In effect, the statement of the key elements is the "sell" or "communication" piece that ultimately will become known publicly.

6. Give each person ten 3 x 5 cards, asking them to put one statement on each card. Each statement should begin in one of two ways: (1) "A problem that is likely to be caused by this program is..." or (b) "One of the positive payoffs that we can anticipate from this program is..." Participants should not put their names on the cards. (**Note:** The group leader should also fill out ten cards in order to make sure that all ideas that need to be discussed are on cards—especially problems or payoffs that others are likely to think of but might be reluctant to write down.)

7. Collect the cards and put them in the center of the table. If the participants are to work in small groups during the rest of the activity, each small group should have its own stack of cards.

8. Distribute Handout 39. Explain that force-field analysis is a technique used to analyze a current situation in light of a goal for change. A situation exists as it does because both positive and negative forces operate to maintain the status quo. Force-field analysis enables those seeking change to examine the forces that support the goal and the forces that may prevent the goal from being reached.

In the example, the goal has been stated with a time deadline and a specification of the number of people to be involved in the change. Both supporting and restraining forces have been identified with the individual who is responsible for helping make the change happen (self), significant others, and relevant institutions. Note that these are only samples of forces; a thorough analysis would reveal numerous additional restraining and supporting forces in each category.

9. Distribute Handout 40. Explain that the group's task will be to (a) state an installation goal, (b) identify the supporting and restraining forces, (c) evaluate the strength or importance of each force, and (d) identify possible strategies for dealing with one or more restraining forces. (**Note:** The central idea in achieving effective change is to remove the restraining forces rather than to increase the strength of the supporting forces; while this is true, it is important to nurture supporting forces in ways that insure their ongoing support and assistance in removing restraining forces.)

10. As the first step in the analysis, the participants should state an installation goal. They should then take the cards one at a time and list them on their worksheets as "supporting forces" or "restraining forces," indicating whether they belong under "self," "significant others," or "institution."

Caution the participants not to try to compile an extensive list of supporting forces. Rather, each group should identify at least one key restraining force and develop an action plan (see next step) to reduce the strength of that force.

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11. Distribute Handout 41. Explain that the first step is to try to reduce the strength of or remove a restraining force. Ask each group of participants to choose a restraining force and then identify action ideas for dealing with the force. They should work all the way through one selected action idea, indicating each step in the action plan; who will do it; where, when, and how; and what special resources will be needed.

12. If participants were working in small groups, ask each group to share its action plan worksheet with the whole group. Some groups may have identified the same restraining forces but developed quite different action plans.

13. It may be helpful at this point to establish some subcommittees with particular responsibilities during program installation. For example, one group might be responsible for planning the initial inservice training on the new program (see Handout 42); another might plan follow-up activities that would be necessary to support the new program (see Handout 43); a third might focus on community relations (Handout 44); a fourth might take major responsibility for monitoring implementation and program evaluation (see Section 9). Other committees may be more appropriate for your particular situation.

14. When these activities have been completed, you and perhaps one or two others will need to pull together all the results and develop an overall implementation plan, including a timeline and cost estimates. When the overall plan is completed, share it with the planning committee. Then, a good first step is to share it with key administrative personnel to gain initial support for the planned change.

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IMPLEMENTING EDUCATIONAL CHANGE*

As a member of a curriculum planning committee, you are engaged in the business of educational change. You have engaged in considerable effort. Your plans are complete. Now the most difficult part of your job begins—preparing to implement the new curriculum.

Michael Fullan, a recognized expert in educational change, states the matter this way: "Implementation consists of the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change." Fullan goes on to identify several key factors in the implementation process. These include characteristics of change (need, clarity, complexity, and quality/practicality) as well as local characteristics (district, community, principal or other key administrators, teachers) and external factors such as government and/or other agencies.

In preparation for installation planning, assess these characteristics for your district.

Need: There must be a "fit" between a new program and district/school needs. What needs of your district/school does the new curriculum plan meet? Be as specific as possible.

_____

_____

Clarity: Those responsible for implementing change must be crystal clear about their intended goals and objectives. In the space below, state your primary implementation goal.

_____

_____

Complexity: Complexity refers to the difficulty and extent of change required of individuals responsible for implementation. List the most complex changes you think will be demanded based on the new curriculum plan.

_____

_____

Quality and Practicality of the Program: Practical changes of high quality that meet stated needs are most likely to succeed. List as many high quality, practical changes you expect to be implemented in the new curriculum plan.

_____

_____

*Based on the work of Michael G. Fullan, *The New Meaning of Educational Change*, with Suzane Stiegelbauer (New York: Teachers College Press, 1991).

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The School District: Successful change requires a climate of openness and willingness to change. A cynical or apathetic climate mitigates against change. In the space below, describe the climate for change in your district.

_____

_____

Community Characteristics: Community support of change is often reflected in the nature of the school board. To what degree do you think the views of the school board and the work of your committee are in agreement/disagreement?

_____

_____

Principals (Key Administrators): School principals (and other key administrators) are most likely to be in a position of shaping conditions needed for success. How do you assess the support of principals and other key administrators in your school district?

_____

_____

Teachers: Positive working relationships among teachers—collegiality, open communication, trust—can foster successful implementation of change. How would you describe your district in terms of these and other positive characteristics?

_____

_____

Outside Agency: Will any outside agency support/not support the implementation of the new curriculum plan?

_____

_____

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STAGES OF CONCERN IN IMPLEMENTING A NEW PROGRAM

The list below reflects the stages of concern that a teacher goes through in implementing a new program. All the stages of concern have validity and all affect the implementation of the program. Some suggested interventions for dealing with each stage are provided.

Awareness Concerns. Example expression: I am not concerned about it.

a. If possible, involve teachers in discussions and decisions about the innovation and its implementation.

b. Share enough information to arouse interest, but not so much that it overwhelms.

c. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about the innovation are foolish.

d. Encourage unaware persons to talk with colleagues who know about the innovation.

e. Take steps to minimize gossip and inaccurate sharing of information about the innovation.

Informational Concerns. Example expression: I would like to know more about it.

a. Provide clear and accurate information about the innovation.

b. Use a variety of ways to share information—verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.

c. Have persons who have used the innovation in other settings visit with your teachers. Visits to user schools could also be arranged.

d. Help teachers see how the innovation relates to their current practices, both in regard to similarities and differences.

e. Be enthusiastic and enhance the visibility of others who are excited.

Personal Concerns. Example expression: How will using it affect me?

a. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.

b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.

From Shirley M. Hord and others, *Taking Charge of Change* (Alexandria, VA: Association for Supervision and Curriculum Development, 1987). Used by permission of the Southwest Educational Development Laboratory.

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c. Connect these teachers with others whose personal concerns have diminished and who will be supportive.

d. Show how the innovation can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.

e. Do not push innovation use, but encourage and support it while maintaining expectations.

Management Concerns. Example expression: I seem to be spending all my time getting material ready.

a. Clarify the steps and components of the innovation. Information from innovation configurations will be helpful here.

b. Provide answers that address the small specific "how-to" issues that are so often the cause of management concerns.

c. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

d. Help teachers sequence specific activities and set timelines for their accomplishments.

e. Attend to the immediate demands of the innovation, not what will be or could be in the future.

Consequence Concerns. Example expression: How is my use affecting kids?

a. Provide these individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the topic.

b. Don't overlook these individuals. Give them positive feedback and needed support.

c. Find opportunities for these persons to share their skills with others.

d. Share with these persons information pertaining to the innovation.

Collaboration Concerns. Example expression: I am concerned about relating what I am doing with what other instructors are doing.

a. Provide these individuals with opportunities to develop those skills necessary for working collaboratively.

b. Bring together those persons, both within and outside the school, who are interested in collaboration.

c. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.

d. Use these persons to provide technical assistance to others who need assistance.

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e. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

Refocusing Concerns. Example expression: I have some ideas about something that would work even better.

a. Respect and encourage the interest these persons have for finding a better way.

b. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.

c. Encourage these individuals to act on their concerns for program improvement.

d. Help these persons access the resources they may need to refine their ideas and put them into practice.

e. Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovations.

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EXAMPLE OF FORCE-FIELD ANALYSIS

Your stated goal: By October 15, 40 elementary teachers in two district schools will begin using the K-6 social studies guide in their programs.

Supporting Forces → →		← ← Restraining Forces
I am confident of good planning. ~ ~ etc.	Self	I don't know how to conduct a good inservice on the guide. ~ ~ etc.
We have school board support. ~ ~ etc.	Significant Others	One of the elementary principals sees social studies as unimportant. ~ ~ etc.
State accountability mandates support this approach. ~ ~ etc.	Institution	The budget for purchasing materials does not have final approval. ~ ~ etc.

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FORCE-FIELD ANALYSIS WORKSHEET

Your stated goal: _____

_____

_____

_____

Supporting Forces → → ← ← Restraining Forces

Self

Significant Others

Institution

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ACTION PLAN WORKSHEET

Force Selected to Work on: _____

Goal: _____

Action Idea(s) Chosen: _____

What Will Be Done?	Who Will Do It?	Where and When?	How?	Special Resources Needed

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INSERVICE TEACHER TRAINING

One of the most misunderstood, mistreated, and mismanaged activities in K-12 education is inservice teacher training in the use of new materials. Too often this process is conducted like preservice education—an expert is called in to lecture about proper use of the materials, but teachers are given no opportunity to actually use them. Occasionally, workshop sessions permit teachers to try out the new materials, but provision is seldom made for follow-through sessions during which teachers can share the problems they have encountered when using the materials in the classroom and get help in solving those problems.

Inservice training in the use of new materials should include coverage of the underlying principles of the program; a focus on the practical and physical use of the materials—what the components are, when and how each is used, which lessons must be taught and which are supplementary, and so forth; and opportunities for practice and feedback. A happy combination of theory and practicality is needed in any workshop designed to introduce teachers to new materials.

The following list of tips should be helpful in planning an inservice workshop:

1. **Identify the purpose of the workshop for the participants.** They should know why the workshop is necessary and why it is necessary for them to attend.

2. **Identify who should attend.** This will depend on many things, from the content of the session to the size of the available facilities. If you are introducing a new elementary curriculum, you need to decide whether to conduct one workshop for all elementary teachers, separate workshops for teachers at each grade level, or workshops for every school. Participation by administrators may be desirable to show their support for the program, but how much of the training do they need to attend?

What about parents and students? There are many possible combinations of participants. Look carefully at all of them before you make a final decision about who should be involved.

3. **Decide how many sessions will be needed, how much time each session will require, and how far apart they should be scheduled.** Introducing new materials to a group of teachers in a one-hour session is possible. Giving teachers an opportunity to work with the materials will take longer; if you want teachers to try out the materials in their classrooms and share their findings afterward, you will need follow-up sessions. Carefully plan what will be needed to give teachers the maximum help in installing the new materials.

4. **Choose facilities with participants' needs in mind.** The time of day, the day of the week, the setting—all are important to the success of inservice workshops. People cannot work in small groups in a room in which the chairs are bolted to the floor, auditorium-style. Adults cannot sit comfortably for two hours in a room designed for third-grade students.

5. **Choose your presenters or consultants with care.** This is a crucial consideration. Consultants will do a better job if they are tuned in to your objectives. Publishers will frequently provide free consulting services for the installation of new programs purchased by a

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school or district. However, you're not interested in having the consultant sell the program all over again. You've already bought the materials; you're now interested in learning how to use them. Make this point clear whether the consultant is a publisher's representative, an outside expert, or a teacher from your own district who has used the materials.

6. **Evaluate your session.** Evaluation can be conducted at either or both of two levels: You can evaluate the workshop itself or you can evaluate teacher behavior following the workshop. Evaluation of a workshop frequently will yield "afterglow" reactions—feelings about how the session went. Evaluation of teacher behavior will give you information both about the effectiveness of the session and about whether the teachers did, in fact, learn to use the materials. Workshop evaluations are worthwhile only to the extent that they are used to plan future sessions and help participants with problems.

7. **Have inservice follow-through sessions after the materials have been in use for several months and again at the end of one year.** Inservice sessions devoted strictly to solving problems that have arisen in using the new materials will strengthen your program immeasurably and continue development of collegiality.

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MAINTAINING THE PROGRAM

Curriculum programs generally survive so long as they have strong support from key people. But no sooner has a program been installed, than it begins to "wear out" in subtle ways. Perhaps the people who designed the program have left or retired. Perhaps data have been reported to the community in a way that makes the program seem complicated or full of jargon, with the result that parents begin to suspect that something is being held back or covered up. If no educational use is made of the evaluative data, teachers and administrators may begin to feel that the evaluation exercise is a lot of trouble for nothing, or they may decide that the evaluation procedures are not measuring what people believe to be important. Whatever the cause, you cannot afford to let support for the new program slip away. After all, you have invested a lot of time, energy, and money in the effort to install it.

Internal Maintenance Activities

One of the most important things you can do to maintain support for a new program is to keep people talking about it. Each member of the committee may take responsibility for a certain number of schools in the district, calling on teachers or the department chair in that school on a regular basis (at least once each grading period). The purpose of the calls will be to determine whether teachers at the school are having any problems with the program and, if so, to identify how those problems can be solved.

Developing collegiality among teachers implementing a new program is an important part of keeping people talking about the program. An information-sharing practice can be as simple as asking each teacher to put a copy of every curriculum item that is duplicated (except tests) into a box by the copy machine. Establish a rule that anyone can look through the box, but no item developed or used by one teacher can be duplicated by another teacher without the developer's permission. This practice encourages communication.

Intradepartmental or grade-level sharing can be encouraged by occasionally devoting part of each department/grade-level meeting to asking each member to complete this sentence: "My best creative effort this month was..." This exercise gives people a chance to talk about the positive things they are doing, helps them keep track of what others in the department are doing, and provides a welcome relief from the focus on problems which so often characterizes department/grade-level meetings.

If your new curriculum requires a great deal of change by teachers, you may find it helpful to establish study groups for the first year the program is in effect. Study groups of five to seven could meet monthly for approximately two hours to share the results of their work with the new curriculum and cooperatively solve programs. Examples of student work are often excellent stimulants for discussion and reflection on how well teachers believe they are doing in making the required changes.

The end of the first year, by which time you should have the first batch of evaluative data to work with, is an appropriate time to reflect about what you have learned. An ideal way to do this is to schedule a one- or two-day retreat, probably during the first week or two after

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school is dismissed in June. (If you wait until just before school starts in the fall, teachers may be fresher, but there will be no time to make whatever adjustments are suggested by the evaluative data.) In large districts, a representative committee can be charged with interpreting the evaluative data. If the district employs a social studies supervisor or an evaluator, try to involve that person in the retreat. Even if "insiders" play such specialized roles in your district, it may be useful to bring in an outside consultant. An outsider may be able to see significant findings in the data that might be overlooked by people who have worked closely with the program. One way to bring in an "expert" without spending any money is to borrow one from a nearby school district. In return, someone from your staff will agree to go over and serve as that district's "expert."

The primary role of the retreat leader will be to limit the discussion to the agenda. People who are not trained in evaluation may quickly become bored with data interpretation, especially if the data do not confirm their own impressions. Here is a suggested agenda for the retreat:

1. Introduction

   a. Remind participants what the district wanted the new program to accomplish.
   b. Review program goals.
   c. Review data collection procedures.

2. Interpreting the evaluative data

   a. Review the data in terms of the program goals.
   b. Review the data in terms of grade levels and subject clusters.
   c. Compare the data to state and national norms.
   d. Analyze trends, comparing the results of the new program to the results of previous programs in the district.

3. Reporting the data

   a. Decide what data should be reported to the community and how it should be reported.
   b. Decide what should be reported, how, to other professionals, including the school board and the state department of education.

4. Using the evaluative data to modify the curriculum

   a. Identify problem areas and program goals and objectives that are not being attained.
   b. Identify goals and objectives that are no longer appropriate.
   c. Decide what objectives, if any, need to be added to the program.

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5. General review

   a. Assess the extent of cooperation in the collection of evaluative data.
   b. Establish who is responsible for doing what.
   c. Make plans and assign responsibility for briefing new people in the fall.
   d. Deal with other general problems.

Continuing Training Activities

The first year you install your program, all the teachers using the materials will be trained to use them. But if a teacher resigns after one semester, the new teacher must be taught to use the materials. Occasionally a teacher will switch grade levels within a school, or a teacher may transfer from one school to another. New teachers will be hired. Although you won't want to hold a complete inservice session for just one person, you should design an efficient way to train new teachers as they begin to use the program. You might decide to keep all the handouts from your initial training session or to videotape the sessions and let new teachers view the tapes. But plan ahead—you will need to make some provision for training new teachers as they arrive.

It is also important to plan some "renewal" training for experienced teachers. After several years of using the program, enthusiasm may wane. A workshop presenting new strategies or materials that enhance the program can be an effective way to rebuild interest. Work with school district administrators to ensure that resources will be available to provide such training.

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COMMUNITY MAINTENANCE ACTIVITIES

Community interest can be stimulated by setting up a speaker's bureau of teachers prepared to address community groups about the new program. Local civic and service clubs are likely to be eager to accept the offer of a speaker. However, before the first teacher heads off to speak, the coordinating group should agree on the main points each speaker will cover and how they will be presented.

Another way of keeping the community informed about your new program is to periodically hold press conferences and issue press releases. Here are some tips for effectively reporting your program through the press:

1. *Do* involve teachers and parents in writing the releases. This will help reduce the amount of educational jargon.

2. *Don't* single out individual teachers for comparison.

3. *Do* compare local results with state and national norms whenever possible. Alternatively, show results of student work on authentic/performance assessment tasks.

4. *Do* appoint someone to record the questions asked and comments made during press conferences; this kind of feedback may provide clues for effectively revising the program or your reporting techniques.

5. *Do* give representatives of the press a written summary of the material you plan to cover a few hours before every press conference.

6. *Don't* be alarmed if a reporter presents information out of context or plays up insignificant findings. *Do* let the reporter know that you are concerned about describing the program accurately and that you are eager to work toward building a long-term relationship of trust.

Of course, clear communication with parent groups and the Board of Education is a must. Providing information to board members on an ongoing basis is important, though they should not be overwhelmed with mailings. Having members of your planning committee attend board meetings on a regular (and perhaps rotating) basis will be helpful as well.

Communication with parents about the new program can be provided for in a variety of ways: PTA meetings, "Back-to-School" Nights, parent-teacher conferences, and letters home. As with all community-school interactions, communication with parents about the program should be carefully planned so as to be comprehensible and useful.

Many helpful strategies for communicating with the public about social studies are provided in *Building Support for Social Studies: The Tool Kit*, available from the National Council for the Social Studies (3501 Newark Street, NW, Washington, DC 20016).

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11. MODIFYING THE PROGRAM

By James E. Davis

Background Notes

Like any other complicated entity, a new social studies program will encounter problems from time to time. As the society in which a school district operates changes, so will the pressures on its social studies program. The community, through the election of a new school board, may decide that schools ought to be emphasizing other subject areas. The special interests of a new superintendent or director of curriculum may cause an upheaval in an existing program and reporting system. Whatever their cause, problems are most easily dealt with when they are identified early. Regular use of such techniques as force-field analysis or brainstorming can help identify solutions to potential problems.

Keeping the planning group intact is vital. Regular meetings are not necessary. In fact, social activities go a long way toward maintaining the cohesiveness of the planning group. However, if there is a core group that can be called on from time to time, program modification will be easier.

Even if no major problems arise, a social studies program should be thoroughly examined every year or so to see if it still fits community needs. You may cringe at the thought of working through the activities in this guide again, but the next time around you will have the benefit of experience and accumulated data on how the program is working. Remember that an effective curriculum program requires both day-to-day maintenance and occasional major overhauls. If you take proper care of your program, it will give you long and dependable service.

Conducting the Activity

Materials Needed: Newsprint, marking pens, masking tape.

Activity Objective: Participants should be able to identify possible ideas for assuring that steps are taken to plan for program modification.

Suggested Steps:

1. Use a brainstorming technique to generate a number of ideas related to one or more of the following questions:

   - How can we assure that the social studies curriculum planning committee can be kept intact and refreshed for the next three years?

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- What are some ways that the planning committee can be kept informed of feedback on the effectiveness of the new social studies program?
- How can members of the program planning committee become a sensing network regarding the effectiveness of the social studies program?

2. When the brainstorming is complete, ask the group to suggest some priority activities. These activities may have to be approved by district-level administration. In any case, assure that *something* will be done to establish a modification plan.

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APPENDIX A
PUBLISHERS OF SOCIAL STUDIES MATERIALS

In this appendix, we list publishers of social studies curriculum materials, organized into three categories:

- Publishers of basal materials—primarily textbooks that serve as the core material for a complete social studies course.
- Publishers of media and technology—videos, CD-ROMS, computer simulations, and the like.
- Publishers of other supplementary materials—instructional units on specific topics, collections of primary source documents, posters, workbooks, readers on special topics, simulations, and so on.

Of course, the divisions between these categories are not completely "clean." Many basal publishers produce technology and supplementary components to accompany their texts; a publisher that produces primarily supplementary print materials may produce a computer program as well. We urge users to recognize that these overlaps exist and that this list is not exhaustive; it is merely a starting point in the search for useful materials.

Basal Publishers

Amsco School Publications, Inc.
315 Hudson Street
New York, NY 10013-1085
800/969-8398
Fax: 212/675-7010
http://www.amscopub.com

Glencoe/McGraw-Hill
P.O. Box 543
Blacklick, OH 43004-0543
800/334-7344
Fax: 614/860-1877
http://www.glencoe.com

Harcourt Brace and Company
6277 Sea Harbor Drive
Orlando, FL 32821-9816
800/225-5425
Fax: 407/352-3445 or 800/874-6418
http://ww.harcourtbrace.com

Holt, Rinehart and Winston, Inc.
1120 S. Capital of Texas Highway
Austin, TX 78746
800/225-5425
Fax: 800/874-6418
http://www.hrw.com

McDougal Littell
P.O. Box 1667
Evanston, IL 60204
800/323-5435
Fax: 847/869-9793
http://www.hmco.com/mcdougal

Houghton Mifflin
222 Berkeley Street
Boston, MA 02116-3764
800/733-2828
Fax: 214/980-6814
http://www.eduplace.com

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Macmillan/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020-1095
800/442-9685
Fax: 972/228-1982
http://www.mmhschool.com

Prentice Hall
1 Lake Street
Upper Saddle River, NJ 07458
800/848-9500
Fax: 614/771-7361
http://www.phschool.com

Silver Burdett Ginn
4350 Equity Drive
P.O. Box 2649
Columbus, OH 43216
800/848-9500
Fax: 614/771-7361
http://www.sselem.com

Scott Foresman•Addison Wesley
1900 E. Lake Avenue
Glenview, IL 60025-9882
800/552-2259
Fax: 800/333-3328
http://www.sf.aw.com

South-Western Educational Publishing
5101 Madison Road
Cincinnati, OH 45227-1490
800/354-9706
Fax: 800/487-8488
http://www.thomson.com/swpco.html

West/ITP Publishing
5101 Madison road
Cincinnati, OH 45227
800/824-5179
Fax: 800/453-7882
http://www.westlaw.com/school/schdiv.htm

Media and Technology Publishers

Agency for Instructional Technology
P.O. Box A
Bloomington, IN 47402
812/339-2203
Fax: 812/333-4218
http://www.ait.net
e-mail: ait@ait.net

Alarion Press
P.O. Box 1882
Boulder, CO 80306-1882
800/523-9177
Fax: 303/443-9098

Annenberg/CPB Project
901 E Street, NW
Washington, DC 20002
202/879-8600
http://www.learner.org
e-mail: info@learner.org

Britannica
310 S. Michigan Avenue
Chicago, IL 60604
800/554-9862
Fax: 312/347-7966
http://www.eb.com
e-mail: info@ebec.com

Broderbund Software
500 Redwood Boulevard
Novato, CA 94948
800/548-1798
http://www.broderbund.com

Cambridge Social Studies
P.O. Box 2153, Dept. SS8
Charleston, WV 25328-2153
800/468-4227
Fax: 800/329-6687
http:www.cambridgeol.com/cambridge/

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Coronet/MTI
4350 Equity Drive
P.O. Box 2649
Columbus, OH 43216-2649
800/321-3106
Fax: 614/771-7362

Curriculum Associates, Inc.
5 Esquire Road
P.O. Box 2001
N. Billerica, MA 01862-0901
800/225-0248
Fax: 800/366-1158
http://www.curricassoc.com/cainfo/

Decision Development Corporation
2680 Bishop Drive, Suite 122
San Ramon, CA 94583
800/835-4332
Fax: 510/830-0830
e-mail: DDC2000@aol.com

Discovery Channel
7700 Wisconsin Avenue
Bethesda, MD 20814
800/321-1832
Fax: 606/342-0633
http://school.discovery.com
e-mail: info@school.discovery.com

Educational Resources
1550 Executive Drive
P.O. Box 1900
Elgin, IL 60121-1900
800/624-2926
Fax: 847/888-8499/8689
http://www.edresources.com

Encompass Technologies, Inc.
14004 E. Scatter Ridge Road, Unit C
Athens, OH 45701-9790
614/594-6266
Fax: 614/592-6264
http://www.k12map.com
e-mail: encompas@k12map.com

Facts On File, Inc.
11 Penn Plaza, 15th Floor
New York, NY 10001-2006
800/322-8755
Fax: 800/678-3633

Good Apple, Fearon Teacher Aids
4350 Equity Drive
P.O. Box 2649
Columbus, OH 43216
800/321-3106
Fax: 614/771-7362

Guidance Associates
P.O. Box 1000
Mount Kisco, NY 10549-0010
800/431-1242
Fax: 914/666-5319
http://www.guidanceassociates.com
e-mail: gavideo1@aol.com

Library of Congress National Digital Library Program
101 Independence Avenue, SE
Washington, DC 20540-1300
202/707-3300
http://www.loc.gov
e-mail: lcweb@loc.gov

Library Video Company
P.O. Box 1110
Bala Cynwyd, PA 19004
800/843-3620
Fax: 610/667-3425

MECC
6160 Summit Drive North
Minneapolis, MN 55430-4003
800375-0055
Fax: 612/569-1755
http://www.mecc.com/ies.html

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National Geographic Society
Educational Services
1145 17th Street N.W.
Washington, DC 20036-4688
800/368-2728
Fax: 301/921-1575
http://www.nationalgeographic.com

New Castle Communications, Inc.
229 King Street
Chappaqua, NY 10514
800/723-1263
Fax: 914/238-8445
e-mail: ideas@newcastlecom.com

New Day Films
22-0 Hollywood Avenue
Hohokus, NJ 07423
201/652-6590
Fax: 201/652-1973
http://www.newday.com
e-mail: curator@newday.com

PBS Video
1320 Braddock Place
Alexandria, VA 22314
800/278-4176
Fax: 703/739-7506
http://www.pbs.org/learn/tconnex
e-mail: tconnex@pbs.org

Rand McNally Educational Publishing
P.O. Box 1906
Skokie, IL 60076-8906
800/678-7263
Fax: 800/934-3479
http://www.thejour-
nal.com/rmn/randmcnally.html

Roger Wagner
1050 Pioneer Way, Suite P
El Cajon, California 92020
619/442-0522
Fax: 619/442-0525
http://www.hyperstudio.com

Scholastic New Media
2931 East McCarty Street
Jefferson City, MO 65101
800/724-6527

Sunburst Communications
P.O. Box 40
Pleasantville, NY 10570
800/321-7511
Fax: 914/747-4109
http://www.sunburstonline.com
e-mail: service@nysunburst.com

Tom Snyder Productions
80 Coolidge Hill Road
Watertown, MA 02172
800/342-0236
Fax: 617/926-6222
http://www.teachtsp.com

SIRS, Inc.
P.O. Box 2348
Boca Raton, FL 33427-2348
800/232-7477
Fax: 407/994-4704
http://www.sirs.com
e-mail: custserve@sirs.com

SoftKey International Inc.
201 Broadway
Cambridge, MA 02139
617/494-1200
e-mail: sales@netusa.com

United Learning
6633 W. Howard Street
Niles, IL 60648
800/424-0362
Fax: 847-647-0918
http://unitedlearning.com
e-mail: bistern@interaccess.com

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Zenger Media
P.O. Box 802
Culver City, CA 90232-0802
800/421-4246
Fax: 800/944-5432
e-mail: SSSService@AOL.com

Supplementary Publishers

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017
800/343-5540
Fax: 201/652-1973
e-mail: tmcndy@aol.com

Brown & Benchmark School Publishing Division
2460 Kerper Boulevard
P.O. Box 539
Dubuque, IA 52004-0539
800/845-9017
Fax: 800/336-0298
http://www.tmhe.com/schoolpub
e-mail: spd@tmhe.com

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
818/591-9321
Fax: 818/591-9330
http://www.primenet.com/~cce
e-mail: center4civ@aol.com

Center for Learning
21590 Center Ridge Road
Rocky River, OH 44017
800/767-9090
http://www.centerforlearning.org
e-mail: cfl@stratos.net

Center for Social Studies Education
901 Old Hickory Road
Pittsburgh, PA 15243
412/341-1967
Fax: 412/341-6553

Center for Teaching International Relations
University of Denver
2199 S. University Boulevard
Denver, CO 80208
800/967-2847
303/871-2906
http:/www.du.edu/ctir
e-mail: ctir@du.edu

Childrens Press/Franklin Watts/Orchard Books
Sherman Turnpike
Danbury, CT 06816
800/621-1115
Fax: 800/374-4329

Choices Education Project
Brown University
P.O. Box 1948
Providence, RI 02912
401/863-3155
http://www.brown.edu/research/choices/index.html
e-mail: choices@brown.edu

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Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314
800/765-3131
703/706-3564
http://www.closeup.org

Cobblestone Publishing
7 School Street
Petersborough, NH 03458
800/821-0115
603/924-7380
http://www.cobblestonepub.com/index.html

Congressional Quarterly Inc.
1414 22nd Street, NW
Washington, DC 20077
800/638-1710
Fax: 202/887-6706
http://voter96.cqalert.com

Constitutional Rights Foundation
601 S. Kingsley Drive
Los Angeles, CA 90005
213/487-5590
Fax: 213/386-0459
e-mail: crfpubs1@aol.com

Critical Thinking Books
P.O. Box 448
Pacific Grove, CA 93950-0448
408/393-3288
Fax: 408/393-3277
http://www.criticalthinking.com
e-mail: ct@criticalthinking.com

Crystal Productions
P.O. Box 2159
Glenview, IL 60025
800/255-8629
Fax: 800/657-8149 or 847/657-8149

Discovery Enterprises, Ltd.
31 Laurelwood Drive
Carlisle, MA 01741
508/287-5403

Educational Design, Inc.
345 Hudson Street
New York, NY 10014-4502
800/221-9372
Fax: 212-675-6922

Enslow Publishers
44 Fadem Road
Springfield, NJ 07081
800/398-2504
Fax: 201/379-7940
http://www.enslow.com/index.html
e-mail: mail@enslow.com

Everyday Learning Corporation
P.O. Box 812960
Chicago, IL 60681
800/382-7670
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APPENDIX B
EVALUATION AS AN INSTRUCTIONAL TOOL*

Evaluating growth in learning is a multifaceted task. Many teachers, parents, and administrators tend to think of measurement of educational growth only in terms of tests and testing. *Evaluation* is a collective term for many of the ways and methods available for students, teachers, administrators, and parents to obtain feedback about the effectiveness of the teaching/learning process. *Testing* is only one component of evaluation, a component that involves the use of a particular grouping of instruments and/or procedures to determine students' knowledge or intelligence. *Measurement* is the procedure by which student behavior is described, usually in mathematical terms. *Grading* is the attempt by teachers to sum up their estimates of students' work in terms of marks or symbols. Thus, evaluation becomes the umbrella under which these components operate in the instructional program.

Evaluation must be sufficiently diversified so that it can be integrated into all stages of curriculum planning and implementation. Within the classroom, student evaluation by teachers (and specialists) may include (1) classroom observations, (2) interviews and critiques, (3) tape recordings of individual and group activities, (4) case studies, (5) students' checklists and worksheets, (6) group discussions, (7) individual and group conferences, (8) diaries and logs, (9) portfolios, (10) performance assessments, (11) sociograms, (12) pictures, drawings, murals, and montages, (13) checklists, inventories, and questionnaires, (14) audio- and videotapes, (15) commercial tests, and (16) teacher-made tests.

Data collected using these techniques should be sufficient to answer students' questions about how they are doing in their schooling. Questions that students might ask are:

1. What are my strengths and weaknesses?
2. Am I meeting my expectations for myself?
3. Am I meeting the teacher's expectations?
4. Am I developing feelings of satisfaction and accomplishment?
5. Am I becoming qualified for the next important step in my schooling?
6. How am I doing in comparison to my class or group?

This paper provides guidelines to help teachers more effectively evaluate student learning in a way that informs the instructional process.

*The bulk of this paper was taken, with minor changes, from *Evaluation and Social Studies: Practical Ideas for Classroom Teachers*, a bulletin developed by the Texas Education Agency. For use of this material we are especially indebted to Elvin Tyrone, former social studies consultant; Leroy Psencik, former director of the division of curriculum development; and Louis Grigar, former program director for social studies.

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Improvement of Testing Tools

All teachers evaluate the efforts and progress of their students as a regular part of their work, but many are dissatisfied with the quality and usefulness of the appraisals they make. Teachers are continually reviewing the role that instructional objectives play in improving written tests. Many educators feel a test should possess the following characteristics:

1. Clarity—trivia and ambiguity must be avoided.

2. Consistency—test items and responses should be worded in the same form throughout the test.

3. Accuracy—the desired answers should be correct ones, and the distractors (wrong answers) should indeed distract.

4. Avoidance of racial, socioeconomic, religious, or sexual bias—all the knowledge and skills needed to answer the questions correctly should have been taught in the unit or course.

5. Emphasis on skills and concepts—the test items should be written to sample adequately each specific learning outcome.

6. Emphasis on content and methodology—the test items should be written to measure student mastery of the content and instructional strategies covered in the course.

Social studies teachers should remember that tests are one of the surest means that students have for uncovering the "hidden agenda" of a course—discovering what teachers regard as important. Therefore, the questions teachers select for inclusion in a test become very important in the evaluation process.

Constructing a Short-Answer Test. The short-answer form is characterized by the presence of a blank on which the student writes the answer called for by the directions. Three varieties of the short-answer form are:

1. The question variety.
   Who invented the cotton gin? (Eli Whitney)

2. The completion variety.
   The explorers of the Louisiana Territory were (Lewis and Clark).

3. The identification or association variety.
   After each major city write the state in which it is located.
   New Orleans (Louisiana)
   San Antonio (Texas)
   Atlanta (Georgia)

Short-answer items are primarily useful for measuring knowledge of factual information; they are not easily adaptable to measuring understanding and application. They are more likely to measure whether students remember the statement as it appeared in the text than whether they comprehend the information.

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Teachers should use the following guidelines for constructing short-answer items:

1. State the item so that the answer is limited to a word or brief phrase.

2. Explicitly state and qualify the item so that only one response is correct.

   When did the War Between the States end? (1865)

   Other possible answers to this questions are: "in the 1860s," "when Lee surrendered to Grant," etc.—these answers are correct, but the teacher expected the answer "1865." A better way of writing the item is: (1865) was the year that Lee surrendered to Grant, ending the War Between the States.

3. Use terms that will have the same meaning to all students.

4. Structure sentences as simply as possible, so that the question will be clear to all students.

5. Ask only for important information.

6. Make all answer blanks equal in length.

7. Don't include questions that have more than one correct answer.

8. Don't use questions verbatim from the textbook or lecture notes.

Constructing a Multiple-Choice Test. A multiple-choice test item consists of a *stem*, stated in question or incomplete statement form, and several possible answers. The incorrect alternatives are called *distractors* because their function is to distract students who have not achieved the specific learning outcome being measured by the item.

Some varieties of the multiple-choice form are:

1. The correct-answer variety.

   Who invented the sewing machine? (b)

   (a) Singer (c) Whitney
   (b) Howe (d) Fulton

2. The best-answer variety.

   What was the basic purpose of the Marshall Plan? (b)

   (a) Military defense of Western Europe
   (b) Reestablishment of business and industry in Western Europe
   (c) Settlement of differences with Russia
   (d) Direct help to the hungry and homeless in Europe

(It is important to remember that the difference between best-answer and correct-answer items is more one of topic than of form. The name of the inventor of the sewing machine is recorded in history beyond question or doubt. The purposes of the Marshall Plan cannot be stated with such precision.)

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3. The multiple-response variety.

Which of the following are examples of an ethnic group? (b, d)

(a) Southerners
(b) Italian Americans
(c) Texans
(d) Anglo Americans

4. The incomplete-statement variety.

The predominate religion in colonial New England was (d)

(a) Angelican
(b) Lutheran
(c) Quaker
(d) Congregational
(e) Baptist

5. The negative variety.

Dictatorships *do not* accept the principle that (c)

(a) might makes right
(b) strict censorship is necessary
(c) the state exists for the individual
(d) one political party should be supreme

A multiple-choice test is useful for measuring knowledge, understanding, and application. Because of its versatility, it is the most widely used objective-type test.

Use the following guidelines in constructing multiple-choice items:

1. Write a stem that presents a single, definite problem.

2. Keep the reading level low (avoid wordiness, technical terminology, and complex sentence structure).

3. Make sure the questions are concise, unambiguous, and grammatically correct.

4. Use questions that are germane to the area being measured.

5. Keep the alternatives brief, similar in form, and grammatically congruent with the stem.

6. Avoid giving clues to the correct answer (verbal associations, textbook language, length of alternatives).

7. Provide the same number of alternative responses for each question.

8. Avoid the phrases "none of the above" and "all of the above," if possible.

9. Review each completed item for clarity and for relevance to the specific learning outcome to be measured.

10. Don't mix conflicting frames of reference within a single item.

11. Don't provide superfluous information.

12. Avoid using a pattern in the rotation of correct responses (for example, the correct answer to every fourth item is "e").

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Constructing a True-False Test. The true-false test may hold the questionable distinction of being both the most popular type of test with classroom teachers and the most criticized regarding its construction and the significance of what it apparently measures. When constructing a true-false test, a teacher should be aware of its weaknesses as well as its strengths.

Some of the major weaknesses of the true-false test are:

1. Students have a 50/50 chance of answering correctly simply by guessing. Thus, determining whether objectives have actually been mastered is difficult.

2. True-false items do not provide diagnostic information. An item may have been correctly marked on the basis of misinformation or incorrectly marked because the student misread or misinterpreted the question. For example:

(__F__) Abraham Lincoln was the first president of the United States.

A student who remembers that Abraham Lincoln was the first *Republican* president might mark the item true.

The strengths of the true-false test are:

1. It may be rapidly and accurately scored.

2. The scoring is completely objective—such extraneous factors as the student's dress, neatness, politeness, and writing style have no influence on the teacher's scoring.

3. It can be administered relatively quickly, since less time per item is required in scoring.

4. It can be relatively quickly constructed and refined.

5. The structure is simple.

6. It is useful for review and discussion purposes.

Before developing a true-false test, a teacher should carefully consider the limitations of this format and select instructional objectives that are amenable to measurement by this type of test. True-false tests are most useful in situations where measurement of the acquisition of factual, noninterpretive information is desired—for example, vocabulary, technical terms, dates, and proper names.

Use the following guidelines in constructing true-false test items:

1. Write statements that can be unquestionably judged as true or false (avoid partly true statements).

2. Keep the reading level low (avoid vague terms and complex sentence structure).

3. Write concise, unambiguous, grammatically correct statements.

4. Use statements that are germane to the area being tested.

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5. Avoid negative statements.

6. Avoid using specific determiners (always, never, sometimes, maybe).

7. Keep the true and false statements approximately equal in length and number.

8. Don't use unnecessary words and phrases or include more than one theme in each item.

9. Avoid creating a pattern in the order of the responses (every other statement false).

10. Don't lift statements directly from the textbook or class notes.

Constructing a Matching Test. A matching test is a specialized form of the multiple-choice test in which a set of related stems (premises) must be paired with a set of alternative answers. An example of this type of item is:

Directions: On the line to the left of each statement in column 1, write the letter from column 2 with which the item is correctly associated.

	Column 1	**Column 2**
1. (C)	This victory was a major factor in obtaining the alliance between France and the 13 colonies.	A. Bunker Hill B. Yorktown C. Saratoga
2. (E)	After Washington's retreat from New York, this victory renewed hope in the American cause.	D. Monmouth E. Trenton
3. (B)	For this victory, Washington's troops surrounded the enemy by land and French ships cut off help from the sea.	

The strengths of matching items are:

1. They may be used to measure the lower levels of the cognitive domain. Vocabulary, dates, events, and simple relationships can be efficiently and effectively measured.

2. They are particularly adaptable to "who, what, when, or where" situations.

3. Higher levels of the cognitive domain can be developed when qualified material is presented and the matching exercise is based on this material.

4. They can be scored rapidly, accurately, and objectively, even by individuals who are unqualified to teach in the subject area being examined.

The weaknesses of the matching type of item are:

1. They are not particularly applicable to measurement of the higher levels of the cognitive domain.

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2. The items of a set are interdependent. How the student responds to one premise of a set influences the responses to all other premises.

3. It is difficult to construct homogeneous premises—the first prerequisite for a set of matching items to function properly. For example:

Directions: The following items refer to the pre-Revolutionary period in United States history (1763-1775). Match the information given in column 1 with the appropriate information given in column 2. An answer may be used only once.

Column 1		**Column 2**
1. (B)	Regulated colonial trade	A. Parliament B. Navigation Acts
2. (C)	Frontier closed by proclamation	C. 1763 D. Stamp Act
3. (A)	English legislative body	E. 1768 F. 1775
4. (F)	British troops raided Lexington and Concord	
5. (D)	Taxed newspapers, legal papers, calendars	

A weakness in this example is the attempt to use premises that are not homogeneous. Furthermore, the introductory statement is ambiguous. The student knows that all the items are related to the period 1763-1775. The use of heterogeneous items gives too many clues to the student. For example, item 3 could be correctly answered without any knowledge of British government. Alternatives A, C, E, and F would likely be eliminated from consideration for items 1, 2, and 4, and item 4 is likely to be answered by one of three alternatives (C, E, F).

If social studies teachers keep instructional objectives in mind when preparing matching exercises and if the items chosen are appropriate to the purpose of the test (mastery), the matching exercise should be valid.

Use the following guidelines in constructing a matching test:

1. Establish a frame of reference for answering the test items.

2. Establish a general orientation in the introductory statement.

3. Write clear directions explaining the basis for matching and indicating whether the responses may be used more than once.

4. Be clear and concise and use correct grammar.

5. Use homogeneous premises.

6. Don't provide superfluous information or use unnecessary technical terminology.

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Constructing an Essay Test. An essay test requires the student to read a question or problem, think about it, and then write a response. Essay questions require the student to (1) make comparisons, (2) supply definitions, (3) make interpretations, (4) make evaluations, and (5) explain relationships.

An essay test can be used to assess a student's higher-order mental processes: application, analysis, synthesis, and evaluation. An essay test can also measure the student's ability to select and organize ideas in writing. The format has the following limitations:

1. It allows the student a great deal of leeway in answering questions.

2. It may not cover all the content and objectives deemed important by the teacher.

3. It is time consuming to score.

4. It lends itself to subjective grading or measurement.

Use the following guidelines in constructing an essay test:

1. Think carefully about what you want to accomplish with the test.

2. Consider the background and ability of the group to be tested.

3. Identify the instructional objectives to be measured.

4. Make sure that the content of the question is related to an important objective of instruction that can be defined in terms of expected student behavior.

5. Design the format of the question so that it is appropriate to its purpose and content.

6. Summarize or outline the desired student response to each question so that you will have a key for scoring acceptable answers.

7. Explain the ground rules to all students, so that they can plan and organize their time.

Deciding Which Type of Test to Use. The following guidelines emphasize the importance of selecting test items that will directly measure each learning outcome and instructional objective:

1. Use a *short-answer* test when the desired student behavior is to define, name, or describe something.

2. Use *multiple-choice* items when the desired student behavior is to identify something, distinguish between two categories of things, or match things that are related in some way.

3. Use *true-false* items when the desired student behavior is to distinguish between fact and opinion and between correct and incorrect procedures (when there are only two possible alternatives).

4. Use a *matching* test when the desired student behavior is to relate things (dates and events, authors and books, instruments and uses) to one another.

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5. Use an *essay* test when the desired student behavior is to analyze, synthesize, evaluate, and organize ideas.

Validity and Reliability in Testing

Before using test information, a teacher should feel confident that the test has measured some specific student performance. Furthermore, the test results must be relevant to the uses the teacher intends to make of this information. These factors are known as *validity* and *reliability*.

Validity is the degree to which the test measured what the teacher wanted the test to measure. A classroom test should be relevant to instructional objectives.

Reliability is the degree of consistency among test scores. A test is reliable when students who obtain high scores on one set of test items also obtain high scores on other sets of presumably equivalent items, and when those who obtain low scores on one set of items also obtain low scores on other sets of similar items.

After a teacher constructs a test, several things need to be done before the test is administered to students. First, the teacher should allow another teacher to review the test to determine whether the test items sample the objectives and subject-matter content. Once the test has been examined by another professional, the next step is to check the test against a set of established criteria, such as those provided in the checklist at the end of this paper.

Developing Performance Assessments

Performance assessments involve evaluating students' work through authentic tasks intended to require their use of what they have learned as they might use it in "real life" applications. An example of a performance assessment for a ninth-grade local history class might be the following:

> You must complete an oral history based on interviews and written sources and then present your findings orally in class. The choice of subject matter is up to you. Some examples of possible topics include: your family, running a small business, substance abuse, a labor union, teenage parents, and recent immigrants.
>
> Create three workable hypotheses based on your preliminary investigations and four questions you will ask to test out each hypothesis. (Wiggins 1989).

The teacher would evaluate students' findings using a set of criteria known to students. The public presentation and defense of the work helps ensure that mastery is genuine. Self-assessment of the presentations or projects is often an element of the evaluation as well.

Because performance assessments do not decontextualize what is learned as many tests do, they may provide better evidence of a student's ability. Furthermore, because they are more

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authentic intellectual activities than most tests, they are more likely to interest and motivate students.

Many states and national organizations, as well as school districts, are currently developing performance assessments in various subject areas. Your state social studies consultant will be able to provide you with more information on this area.

Using Evaluative Data to Improve Performance

Providing Feedback to the Student. After a teacher evaluates a student's performance, the results must be communicated to the student. This step requires some preparation if it is to produce useful results. Before attempting to provide feedback to a student, a teacher should do four things:

1. Estimate what kinds of results will be most likely to facilitate learning.

2. Decide which evaluation information the student can understand and use.

3. Plan the sequence of presentation.

4. Present the results to the student, together with any necessary explanation.

This feedback process, often referred to as *cooperative evaluation*, allows teachers and students to critically examine their work together and make judgments about its strengths and weaknesses. Feedback may involve conveying the following information to the student:

1. The extent to which the student has attained various objectives.

2. The student's aptitudes and abilities as they are related to approaching learning tasks.

3. Behavior patterns or characteristics that affect learning, such as study habits and perseverance.

The feedback process may convey the following kinds of information to the teacher:

1. The student's success in learning specific content.

2. The aspects of the social studies curriculum that are most useful for the student.

3. The quality of the learning environment.

4. The extent to which the student has learned certain information or developed an attitude or a skill.

5. The level of understanding the student possesses before beginning a unit or class in social studies.

6. The most productive ways of guiding the direction of investigation or planning the specific direction of study in a unit.

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During the feedback process, the teacher and the student can identify areas where the student needs help and arrange experiences to meet the student's needs. Because new social studies experiences are built on previous experiences, teacher evaluation gives direction to plans for future learning activities. Teacher evaluation also reveals objective evidence that can be shared with parents. Here are some examples of items that might be contained in a teacher's grade book or a student's folder for evaluation purposes:

1. Review of the student's notes on films, field trips, etc.

2. Selected workbook exercises.

3. Selected classroom exercises, such as graphs, timelines, and drawings or paintings that summarize social studies experiences or illustrate ideas.

4. Logs of social studies reading, committee work, and special work assignments.

5. Special maps.

6. Written essays.

7. Test papers.

A relatively new tool that allows students to have more input into evaluation and also encourages them to reflect on their work is the portfolio. Initially developed for use in assessing student writing, the portfolio is a student-selected collection of work that includes a range of works, examples of how a work progresses from first draft to finished piece, and reflections on their work. Thus, some of the items listed above as possible items for inclusion in a grade book or folder might be included, but so would items that represent how a student's work develops and what he or she thinks about that work. Use of the portfolio helps students understand (1) that assessment comes from within as well as from outside, (2) that what matters is broader than simply how you do on a narrowly conceived test, and (3) that how a work develops can be as instructive as what the final product looks like (Wolf 1989).

In scheduled conferences, teacher and parents should study test results, anecdotal records, checklists, and samples of a student's work to look for evidence of interest, initiative, creativity, problems, and needs. The teacher can discuss with parents the extent and quality of the student's knowledge of useful social studies information and ability to use various social studies skills. When the teacher can give parents firsthand evidence of a student's performance and achievement in an area of learning, parents can be more objective in evaluating their child's growth, and they are likely to acquire a keener insight into the objectives of the social studies program.

The importance of evaluation and feedback in social studies goes beyond teacher-student evaluation of stated objectives and shared feedback; it extends to other important aspects of social studies—to progress toward the student's development of new understandings, attitudes, behaviors, and skills; to selection of further experiences to meet identified needs; to accumulation of evaluative data to be shared with parents; and to development of the social studies curriculum on a long-range basis.

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CHECKLIST FOR EVALUATING INFORMAL CLASSROOM TESTS

The Test Plan

		Yes	No
1.	Does the plan include the instructional objectives and content that will be measured?	____	____
2.	Does the table of specifications indicate the emphasis to be given to each instructional objective and to each content area?	____	____
3.	Will the test assess the mastery of the instructional objectives (skills, knowledge, understanding)?	____	____

The Test Items

4.	Are the test items appropriate for the learning outcomes to be measured?	____	____
5.	Do the items measure a representative sample of the instructional objectives and subject-matter content?	____	____
6.	Are the items of appropriate difficulty for the learning outcomes to be measured?	____	____
7.	Are the items that measure the same instructional objectives grouped together in the test?	____	____
8.	Is the answer to each item one on which experts (or other teachers) would agree?	____	____
9.	Do the items present clear and definite tasks to be performed?	____	____
10.	Are the items free from technical defects (clues, ambiguity, inappropriate reading level)?	____	____
11.	Are the items of each type consistent with the guidelines for constructing that type of item?	____	____
12.	Are the items numbered in a consistent style?	____	____
13.	Are all items free of cultural and sexual bias?	____	____

The Test

14.	Are specific, clear directions provided for each section of the test and for the test as a whole?	____	____
15.	Are the test items arranged in order of increasing difficulty within each section of the test and within the test as a whole to the extent possible?	____	____
16.	Does the layout of the items on the page contribute to ease of reading and scoring?	____	____

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